

School Improvement Plan (SIP)

CHARTER SCHOOL VERSION

Proposed for 2016-2017

A charter school that receives a school grade of "D" or "F" pursuant to Section 1008.34(2), F.S., must develop and submit a school improvement plan to its sponsor.

School Name: Alpha International Academy

School Location Number: 5421

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2016-2017 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

Complete School Name: Alpha International Academy	District: Broward
School Location Number: 5421	
Principal: Wayne Neunie	District Superintendent: Robert Runcie
Governing Board Member(s): Carol Gardner, Monefe Young, Christopher Repcik, Luci Hernandez, Dr. Shirley Johnson,	Date of School Board Charter Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#)

[Florida Standards Assessment Portal](#)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

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Administrators

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their **prior performance record with increasing student achievement at each school**. Include history of School Grades, FSA/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.



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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FSA/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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Principal	Wayne Neunie	<p>B.A. Human Services Master of Science Administration Specialist Degree Educational Leadership</p>	1	13 years	<p>2014-2016: Alpha International Academy Grade: F (114) Reading Proficiency -16 Math Proficiency – 14 Science Proficiency – 8 Reading Learning Gains – 40 Math Learning Gains – 36 Lowest 25% - not reported</p> <p>AMO Targets Unmet in: Reading – all students Math- all students</p> <p>2010 – 2011: Touchdowns4Life Charter School Grade: C (490) Reading Proficiency -54 Math Proficiency – 62 Science Proficiency – 38 Writing Proficiency - 82 Reading Learning Gains – 64 Math Learning Gains – 70 Reading Lowest 25% - 63 Math Lowest 25% - 57</p> <p>2008 – 2009: Touchdowns4Life Charter School Grade: B (521) Reading Proficiency -62 Math Proficiency – 49 Science Proficiency – 18 Writing Proficiency - 100 Reading Learning Gains – 72 Math Learning Gains – 70 Reading Lowest 25% - 83 Math Lowest 25% - 67</p> <p>2007 – 2008: Touchdowns4Life Charter School Grade: B (523) Reading Proficiency -54 Math Proficiency – 57 Science Proficiency – 43 Writing Proficiency - 95 Reading Learning Gains – 62 Math Learning Gains – 72</p>
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					Reading Lowest 25% - 60 Math Lowest 25% - 80 2006 – 2007: Touchdowns4Life Charter School Grade: B (522) Reading Proficiency -63 Math Proficiency – 56 Science Proficiency – 32 Writing Proficiency - 90 Reading Learning Gains – 77 Math Learning Gains – 64 Reading Lowest 25% - 83 Math Lowest 25% - 57
Assistant Principal	N/A	N/A	N/A	N/A	N/A

Instructional Coaches

List your school’s instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their **prior performance record with increasing student achievement at each school**. Include history of School Grades, FSA/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FSA/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A	N/A	N/A	N/A	N/A	N/A



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Required components of the School Improvement Plan for Charter Schools:

1. Mission Statement

Provide your school's mission statement:

The mission of Alpha International Academy is to provide a positive nurturing environment with an exciting, rigorous academic program where students learn to become responsible citizens, life-long learners and community leaders in a competitive world.

2. Academic Data

*Provide **detailed** student academic data by subgroups for the most recent three (3) years (FSA, EOC, FCAT 2.0, FAIR-FS, BAS, etc.), if available:*

Narrative: The following data is comprised of FCAT, FSA and iReady. Due to the schools low grade and being a part of the lowest 300 the school is required to complete a SIP.

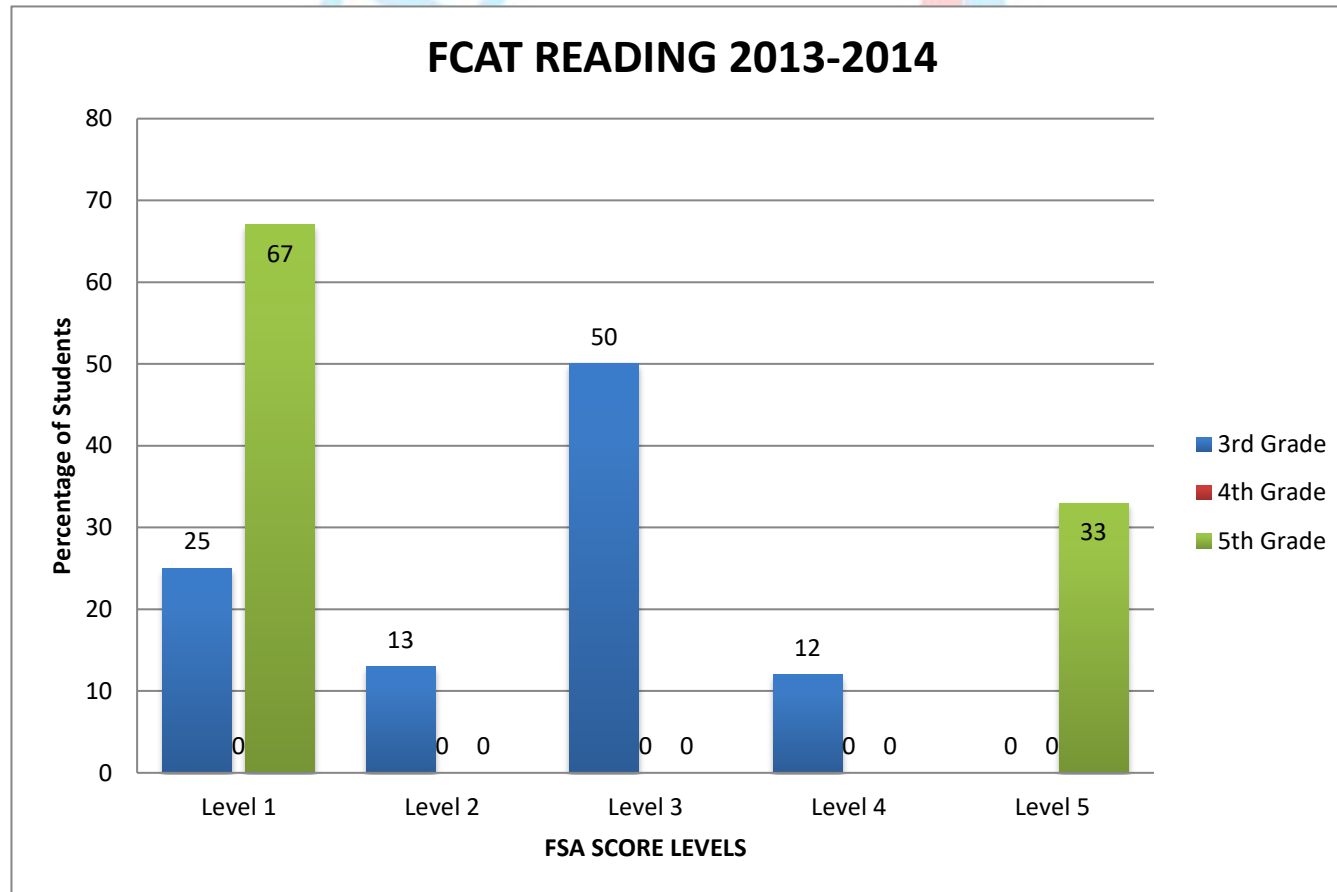
The Florida Standard Assessment (FSA) measures students' education gains and progress. The more rigorous standards are in place to help students succeed. The FSA data provides the school, the district and state with a detailed data report on the percentage of students that are proficient as well as below grade level in ELA and Math. The Florida Statewide Science Assessment is administered to our 5th Grade students. The data provided by FSA results reflects that more than 70% of the students performing below grade level for ELA and more than 80% performing below grade level for math during the 2015-16 school year.

The school was in need of a progress monitoring program (PMP) and therefore invested in iReady. With Florida adopting the new common core state standards the school needed a PMP is aligned to the Common Core Standards. IReady is able to assist students academically in both reading and math. IReady was built for Common Core and provides data that teachers, students and administrators need for instructional planning.

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The following is the FCAT Reading achievement level for the 2013-14 school year

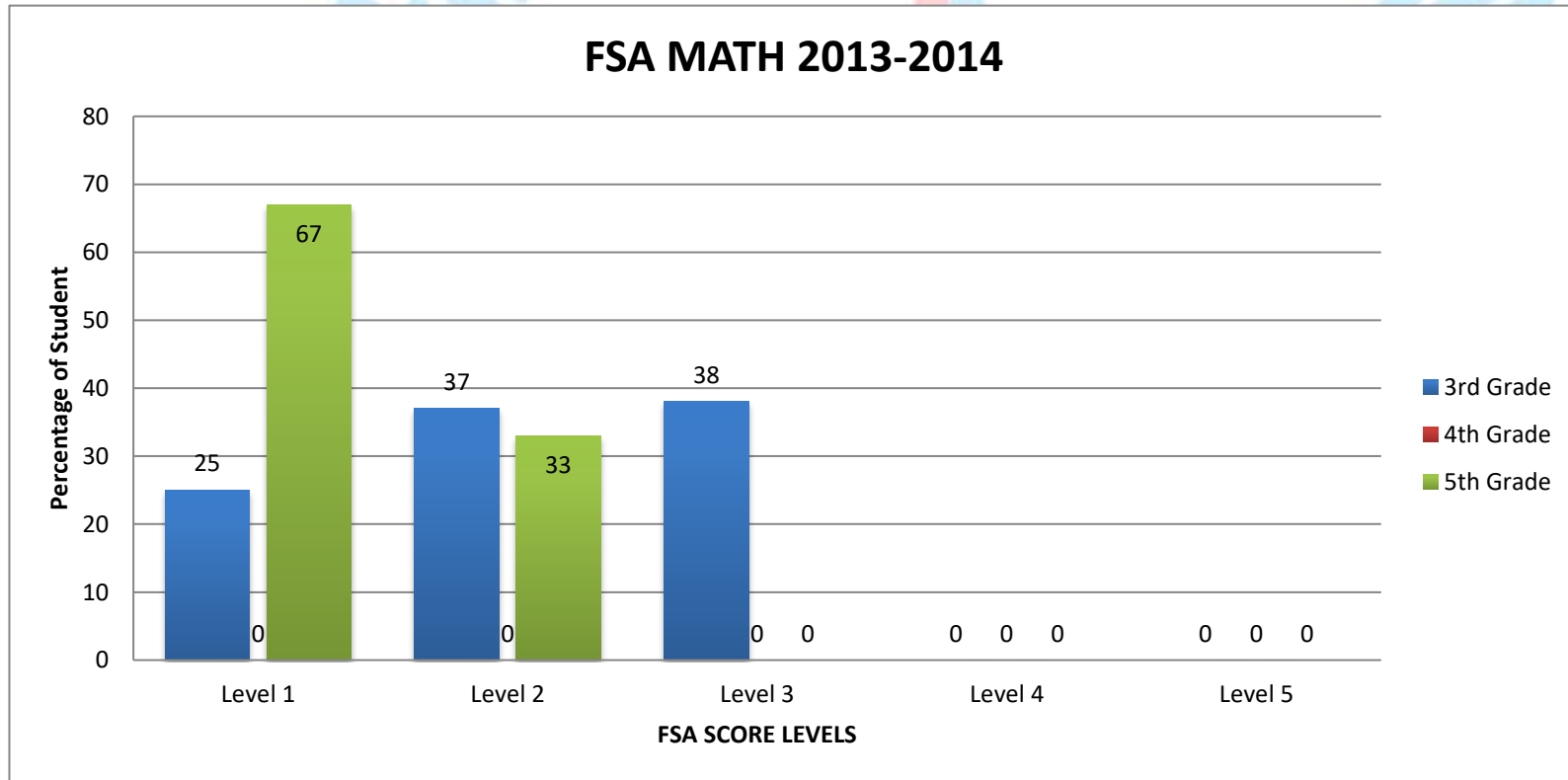
FCAT Reading 2013-2014	Level 1	Level 2	Level 3	Level 4	Level 5
3rd Grade	25	13	50	12	0
4th Grade	0	0	0	0	0
5th Grade	67	0	0	0	33



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The following is the FCAT Math achievement level for the 2013-14 school year

FCAT Math 2013-2014	Level 1	Level 2	Level 3	Level 4	Level 5
3rd Grade	25	37	38	0	0
4th Grade	0	0	0	0	0
5th Grade	67	33	0	0	0



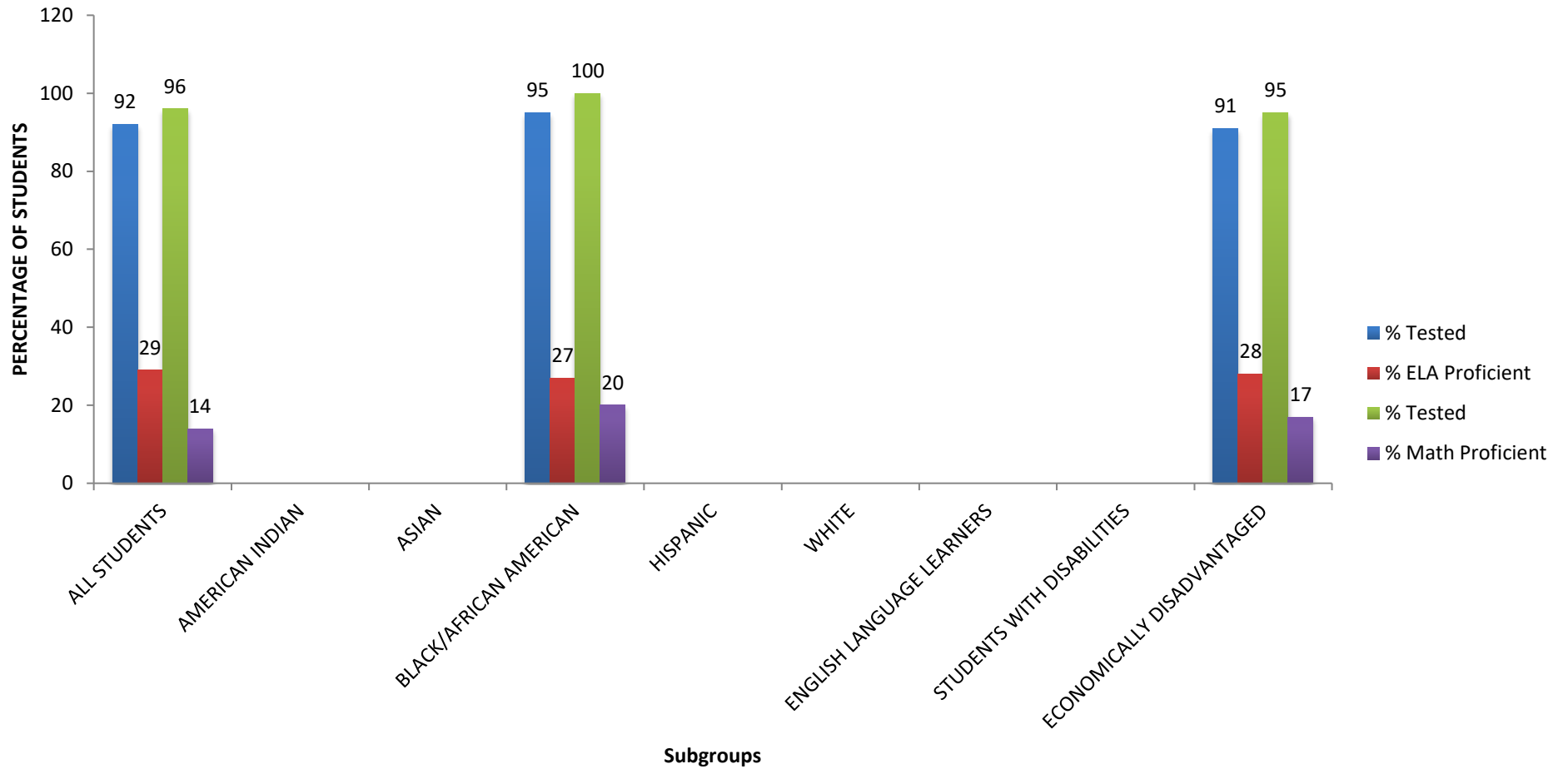
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The following is the subgroup breakdown for the 2014-15 FSA data:

Subgroups	% Tested	% ELA Proficient	% Tested	% Math Proficient	% Science Proficient
ALL STUDENTS	92	29	96	14	*
AMERICAN INDIAN					*
ASIAN					*
BLACK/AFRICAN AMERICAN	95	27	100	20	*
HISPANIC					*
WHITE					*
ENGLISH LANGUAGE LEARNERS					*
STUDENTS WITH DISABILITIES					*
ECONOMICALLY DISADVANTAGED	91	28	95	17	*

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FSA DATA 2014-2015



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FSA 2015-2016

FSA 2015-2016	ELA	Math	Science	Learning Gains ELA	Learning gains Math	Learning gains Lowest 25% ELA	Learning gains lowest 25% Math
All Levels	16	14	*	40	36	*	*
3rd Grade	8	0	*	*	*	*	*
4th Grade	8	17	*	*	*	*	*
5th Grade	31	23	8	*	*	*	*

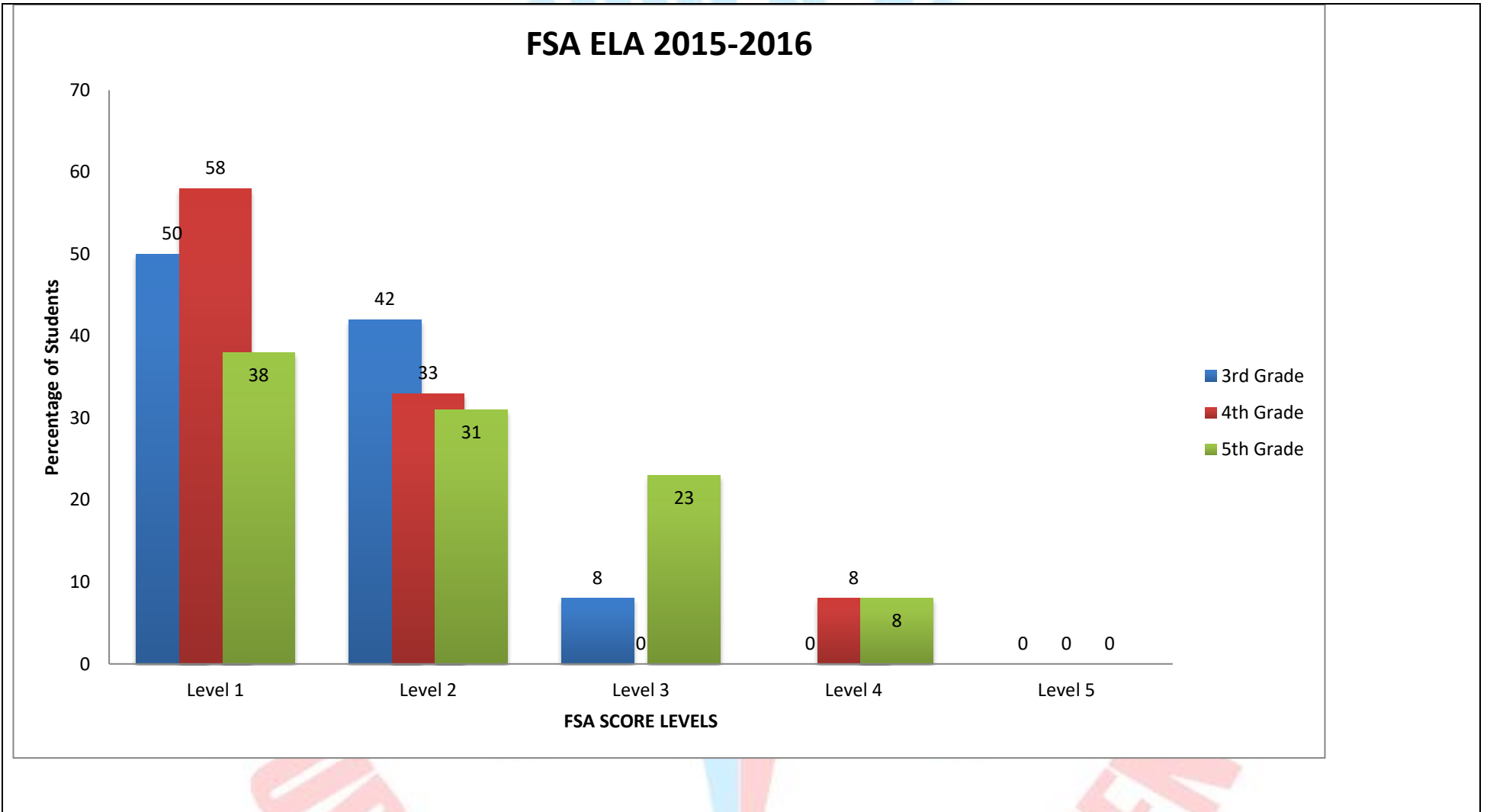
FSA ELA

FSA 2015-2016	Level 1	Level 2	Level 3	Level 4	Level 5
3rd Grade	50	42	8	0	0
4th Grade	58	33	0	8	0
5th Grade	38	31	23	8	0

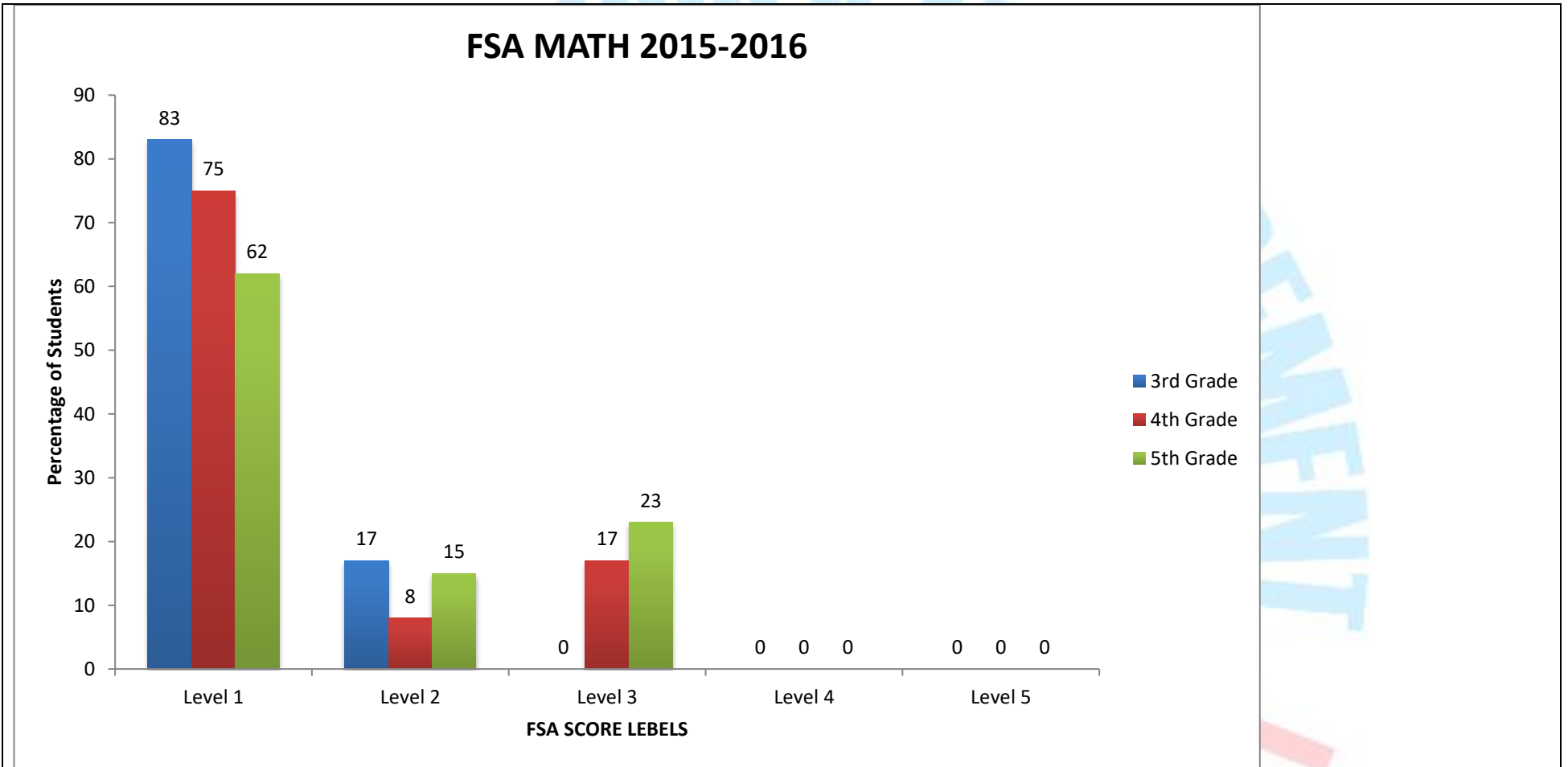
FSA Math

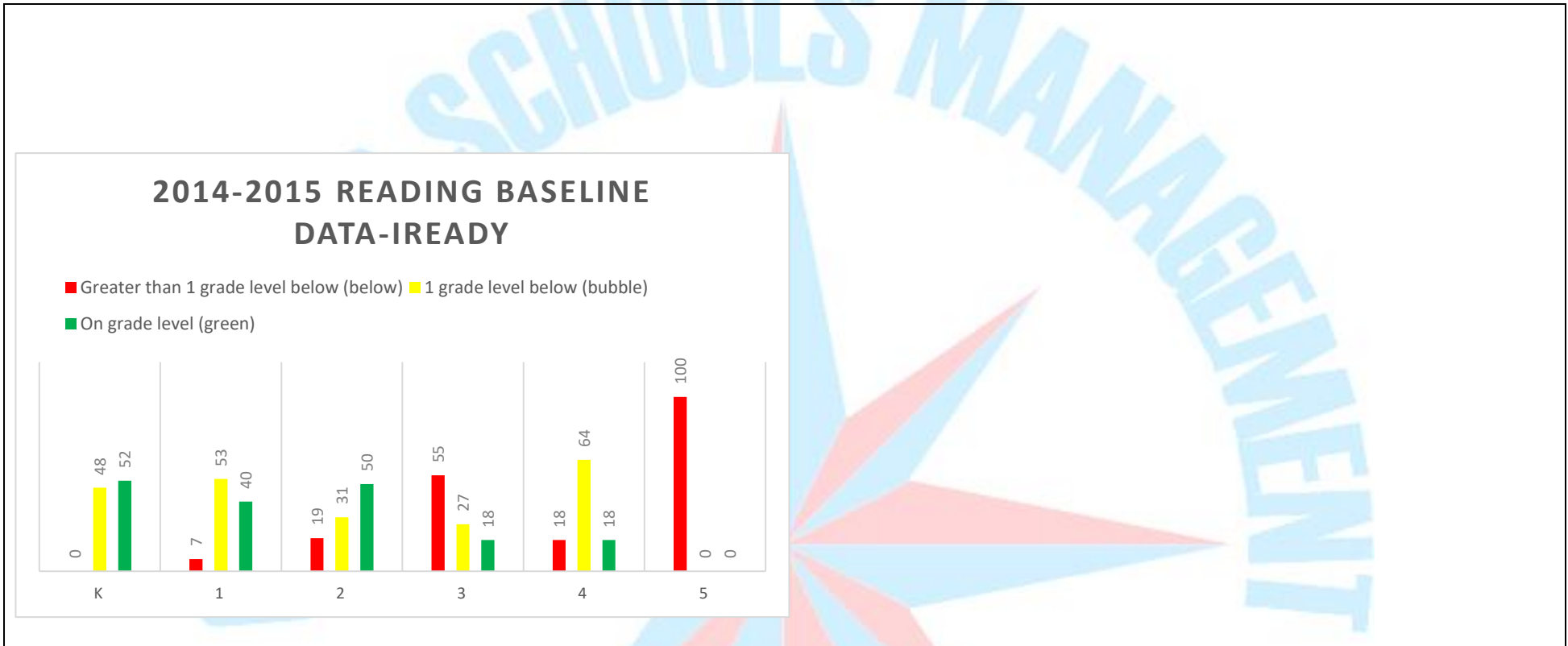
FSA 2015-2016	Level 1	Level 2	Level 3	Level 4	Level 5
3rd Grade	83	17	0	0	0
4th Grade	75	8	17	0	0
5th Grade	62	15	23	0	0

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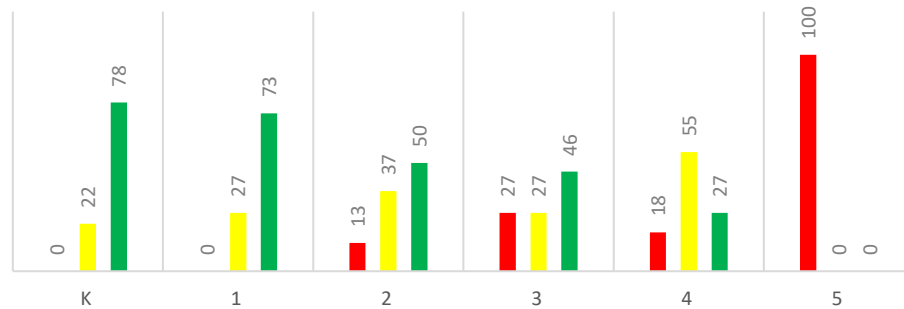




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2014-2015 END OF YEAR READING DATA-IREADY

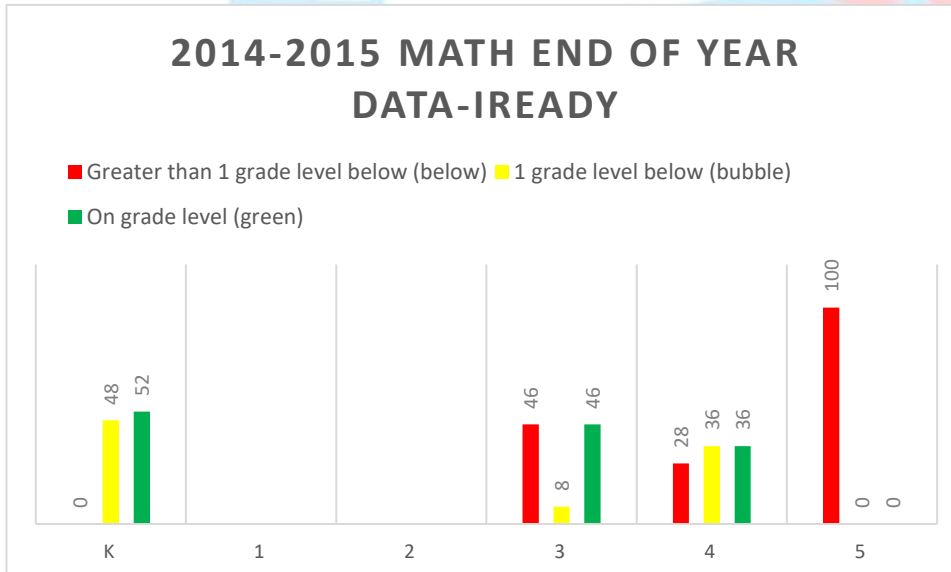
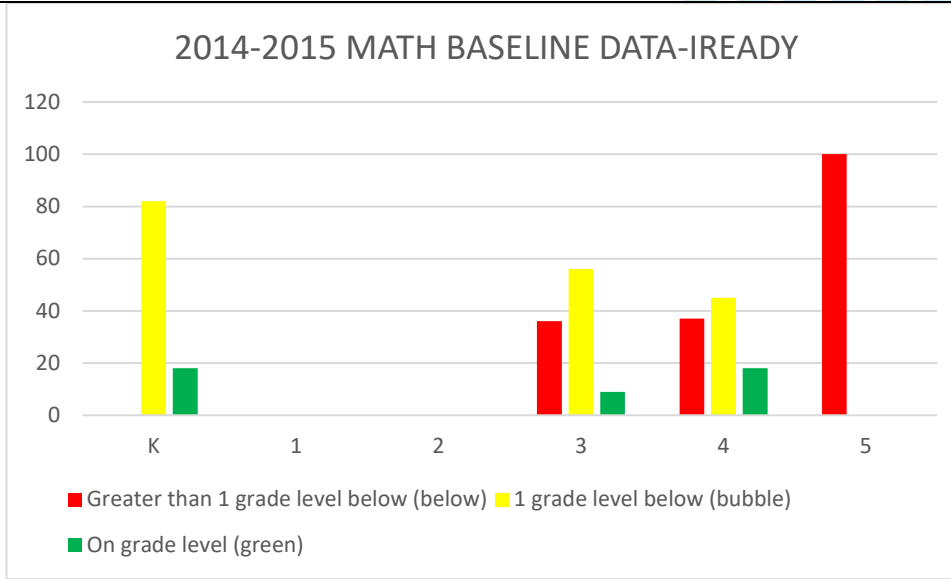
■ Greater than 1 grade level below (below) ■ 1 grade level below (bubble)
■ On grade level (green)



The iReady data shows grade level proficiency. The baseline data shows that 47% of K-2 students were on grade level at the beginning of the 2014-2015 school year and only 12% of 3rd-5th grade students were on grade level at beginning of the school year in reading. There was a significant amount of students below grade level and 30% overall.

The number of students on grade level increased at the end the 2014-2015 school year however the majority of students schoolwide were deficient in reading.

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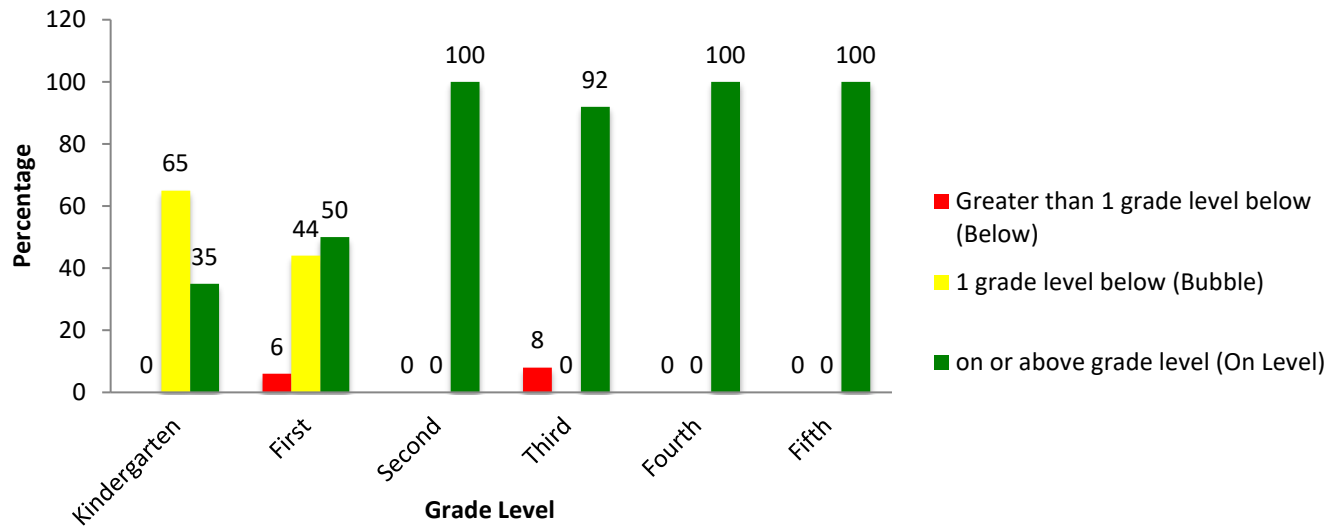
The iReady data shows grade level proficiency. The baseline data shows that only 14% of 3rd-5th grade students were on grade level at beginning of the 2014-2015 school year in Math. The number of students on grade level increased at the end of the 2014-2015 school year however the majority of student's schoolwide were deficient in Math.

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Phonemic Awareness 2014-2015

	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)	0	6	0	8	0	0
1 grade level below (Bubble)	65	44	0	0	0	0
on or above grade level (On Level)	35	50	100	92	100	100

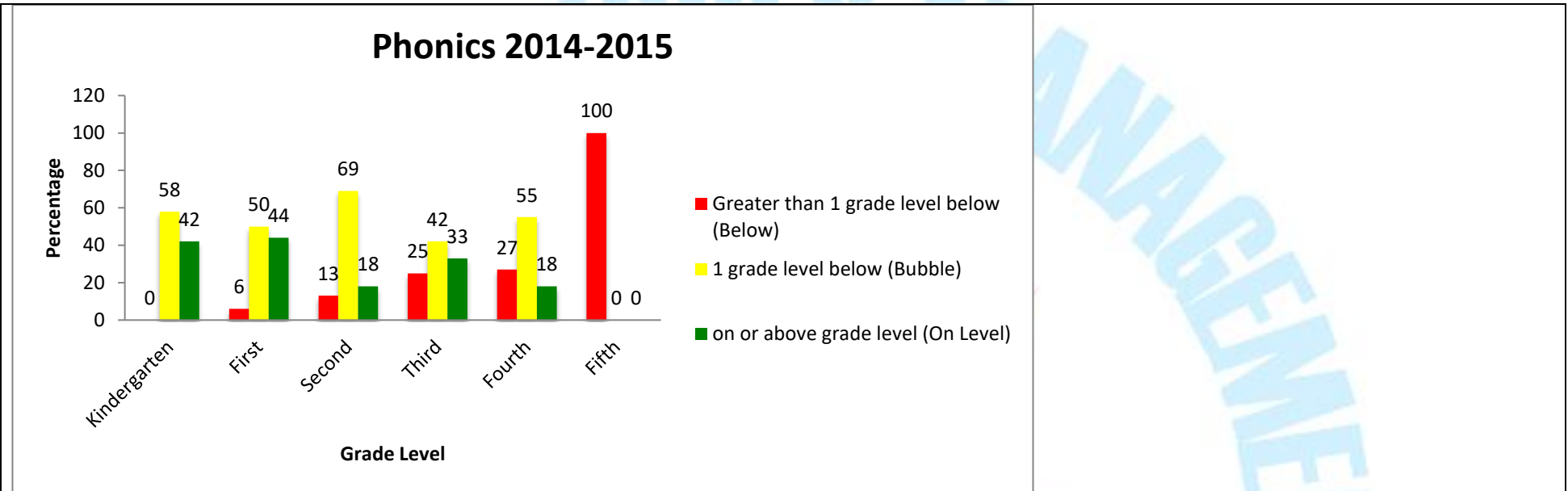
Phonemic Awareness 2014-2015



Phonics 2014-2015

	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)	0	6	13	25	27	100
1 grade level below (Bubble)	58	50	69	42	55	0
on or above grade level (On Level)	42	44	18	33	18	0

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High Frequency Words 2014-2015

Greater than 1 grade level below (Below)

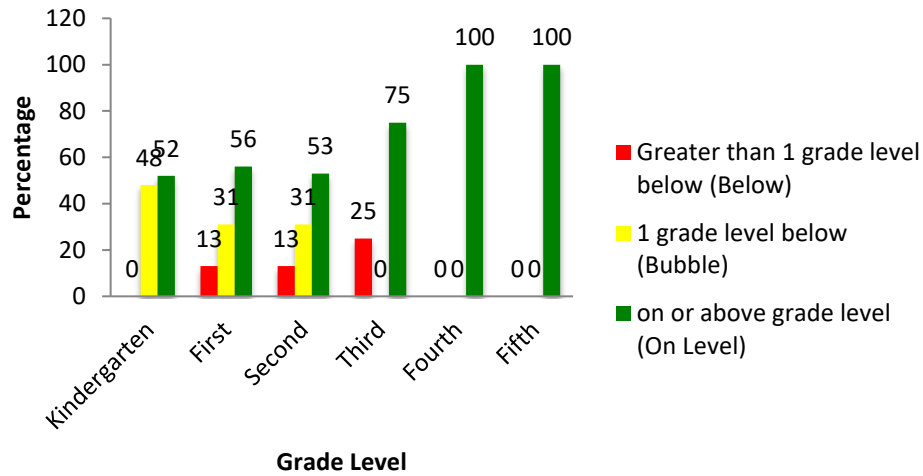
1 grade level below (Bubble)

on or above grade level (On Level)

	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)		0	13	13	25	0
1 grade level below (Bubble)		48	31	31	0	0
on or above grade level (On Level)		52	56	53	75	100

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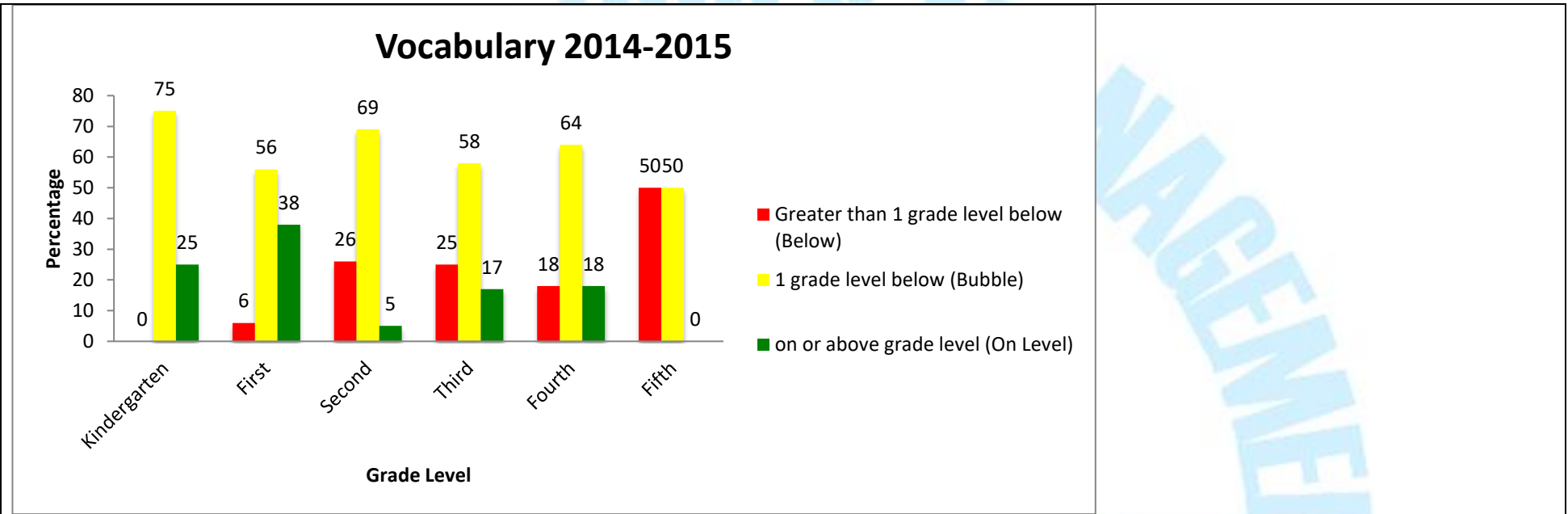
High Frequency Words 2014-2015



Vocabulary 2014-2015

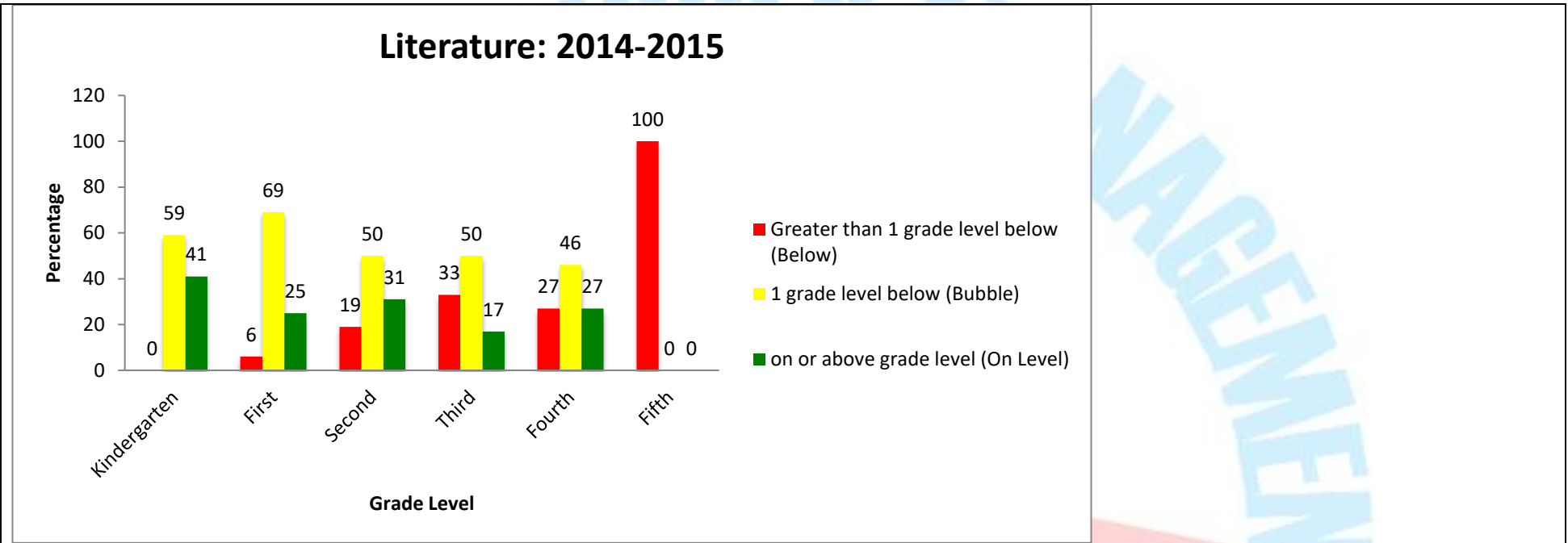
	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)	0	6	26	25	18	50
1 grade level below (Bubble)	75	56	69	58	64	50
on or above grade level (On Level)	25	38	5	17	18	0

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Literature 2014 - 2015	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)	0	6	19	33	27	100
1 grade level below (Bubble)	59	69	50	50	46	0
on or above grade level (On Level)	41	25	31	17	27	0

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Informational Text

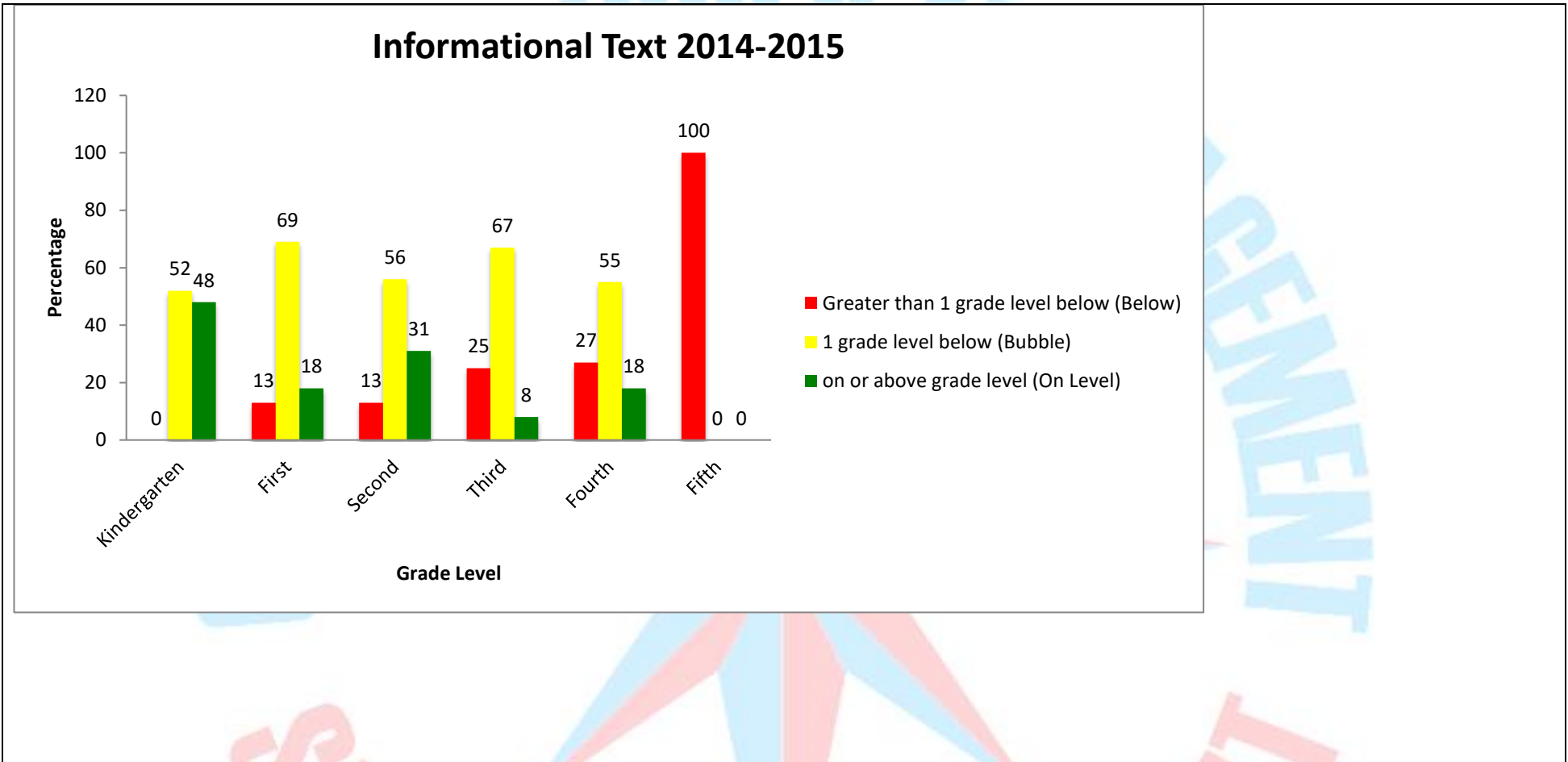
Greater than 1 grade level below (Below)

1 grade level below (Bubble)

on or above grade level (On Level)

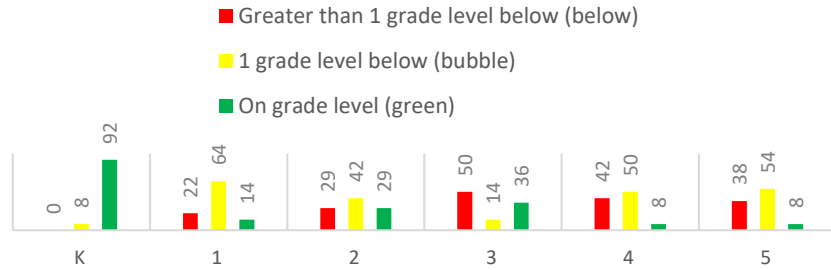
	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)	0	13	13	25	27	100
1 grade level below (Bubble)	52	69	56	67	55	0
on or above grade level (On Level)	48	18	31	8	18	0

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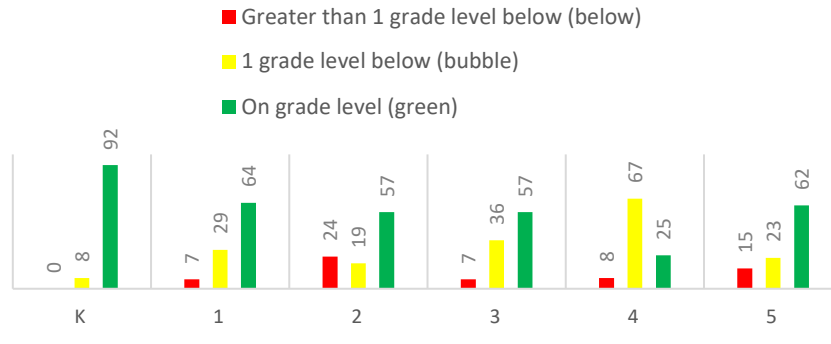


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2015-2016 READING BASELINE DATA-IREADY



2015-2016 READING END OF YEAR DATA-IREADY



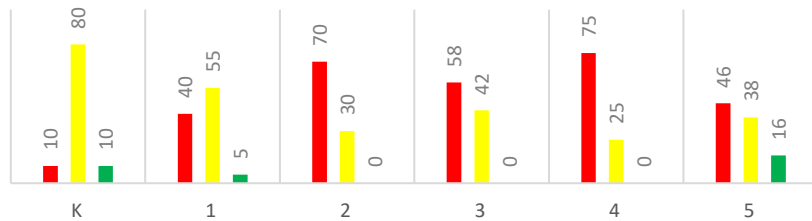
The iReady data shows grade level proficiency. The baseline data shows that 45% of K-2 students were on grade level at the beginning of the 2015-2016 school year and only 17% of 3rd-5th grade students were on grade level at beginning of the school year in reading. There was a significant amount of students below grade level, 31% overall.

The number of students on grade level increased at the end the 2015-2016 school year however the 48% of 3rd-5th students were deficient in reading.

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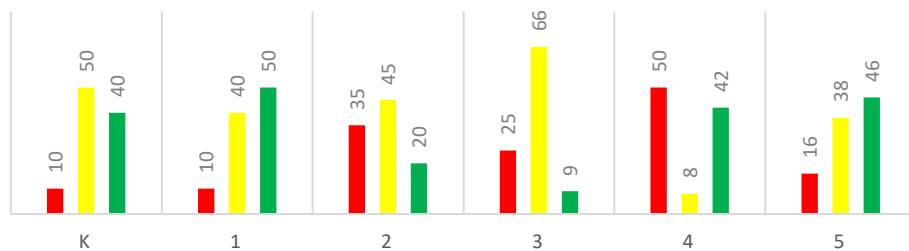
2015-2016 MATH BASELINE DATA-IREADY

- Greater than 1 grade level below (below)
- 1 grade level below (bubble)
- On grade level (green)



2015-2016 MATH END OF YEAR DATA-IREADY

- Greater than 1 grade level below (below)
- 1 grade level below (bubble)
- On grade level (green)



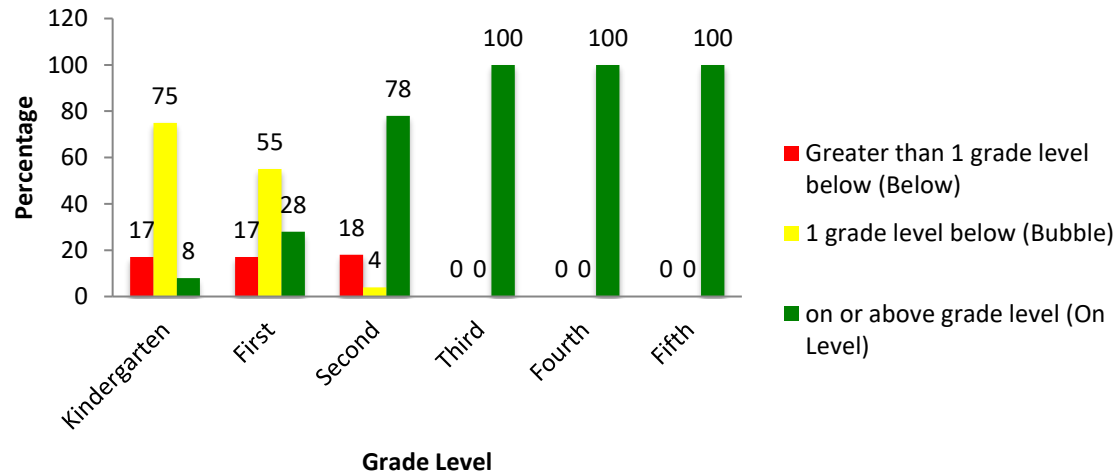
The iReady data shows grade level proficiency. The baseline data shows that 5% of K-2 students were on grade level at the beginning of the 2015-2016 school year and 5% of 3rd-5th grade students were on grade level at beginning of the school year in Math. The number of students on grade level increased at the end the 2015-2016 school year. 50% were on grade level for K-2 and 32% of 3rd-5th grade students were proficient in Math.

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Phonemic Awareness 2015-2016

	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)	17	17	18	0	0	0
1 grade level below (Bubble)	75	55	4	0	0	0
on or above grade level (On Level)	8	28	78	100	100	100

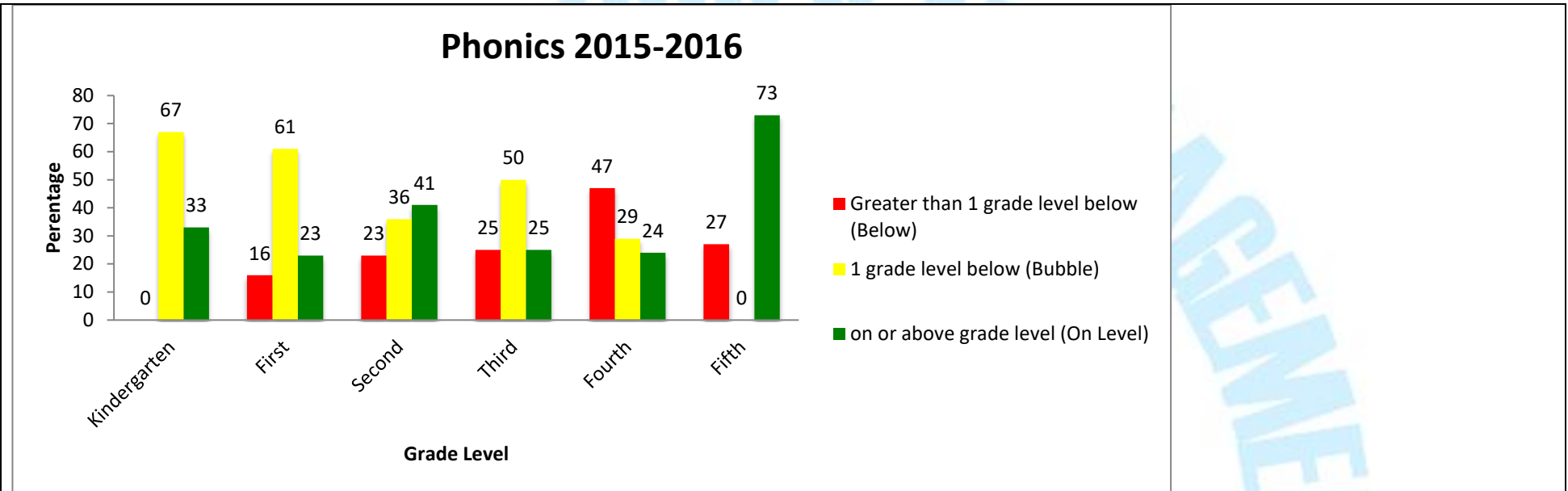
Phonemic Awareness 2015-2016



Phonics 2015-2016

	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)	0	16	23	25	47	27
1 grade level below (Bubble)	67	61	36	50	29	0
on or above grade level (On Level)	33	23	41	25	24	73

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High Frequency Words 2015-2016

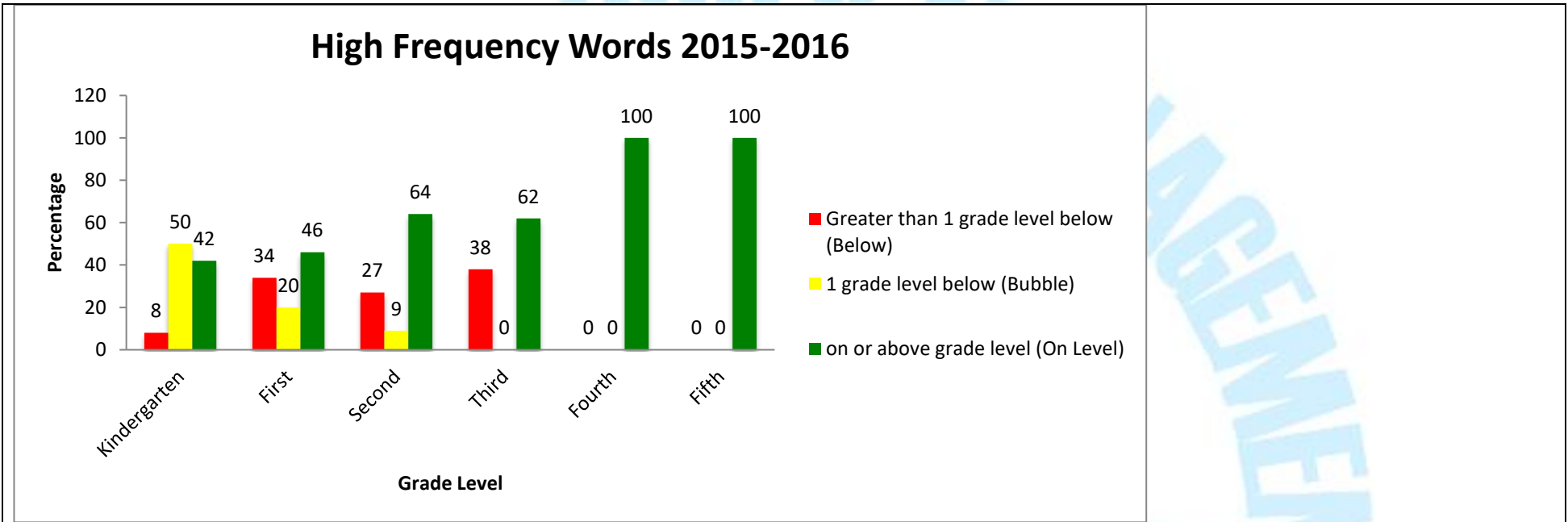
Greater than 1 grade level below (Below)

1 grade level below (Bubble)

on or above grade level (On Level)

	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)		8	34	27	38	0
1 grade level below (Bubble)		50	20	9	0	0
on or above grade level (On Level)		42	46	64	62	100

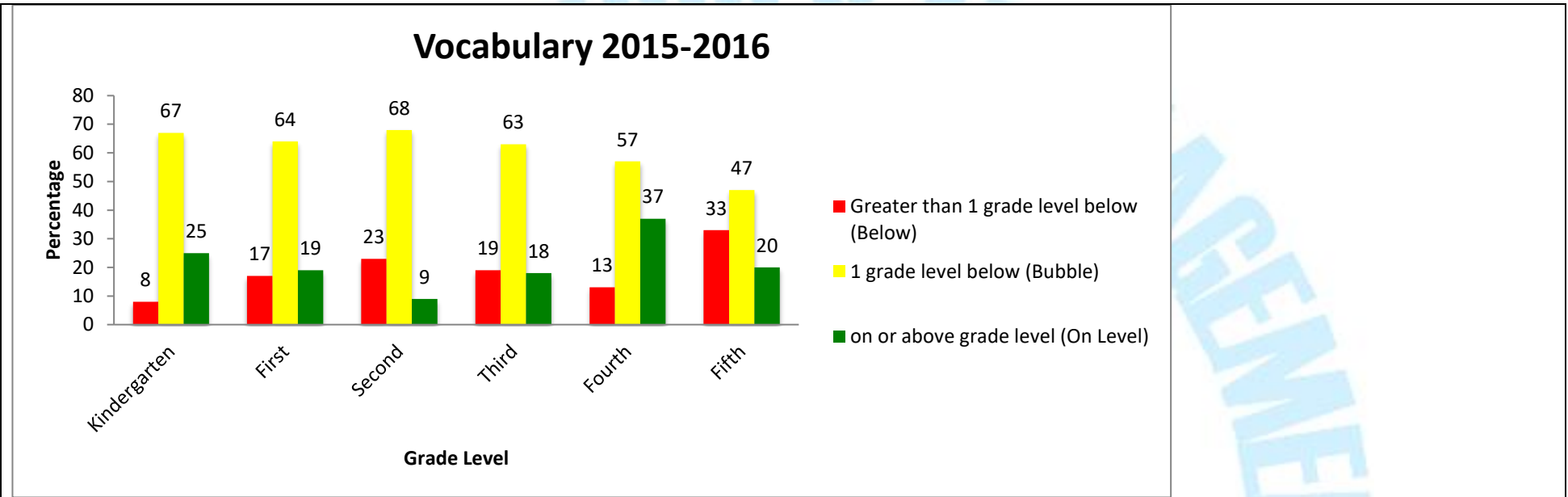
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Vocabulary 2015-2016

	Kindergarten	First	Second	Third	Fourth	Fifth	
Greater than 1 grade level below (Below)		8	17	23	19	13	33
1 grade level below (Bubble)		67	64	68	63	57	47
on or above grade level (On Level)		25	19	9	18	37	20

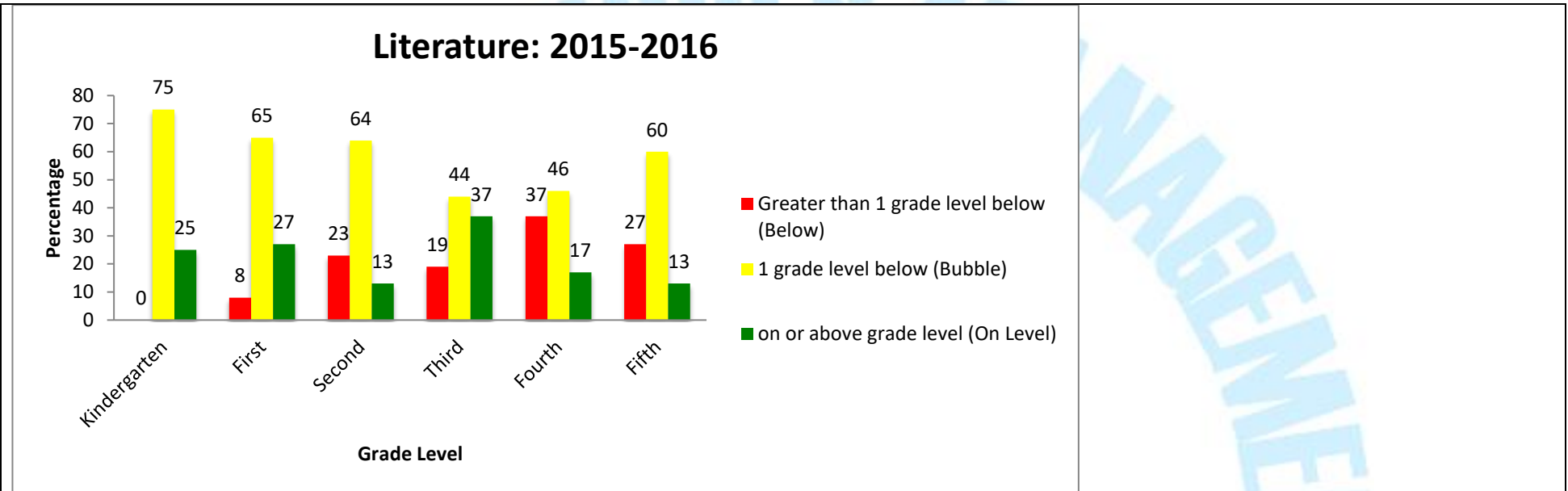
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Literature 2015-2016

	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)	0	8	23	19	37	27
1 grade level below (Bubble)	75	65	64	44	46	60
on or above grade level (On Level)	25	27	13	37	17	13

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Informational Text 2015-2016

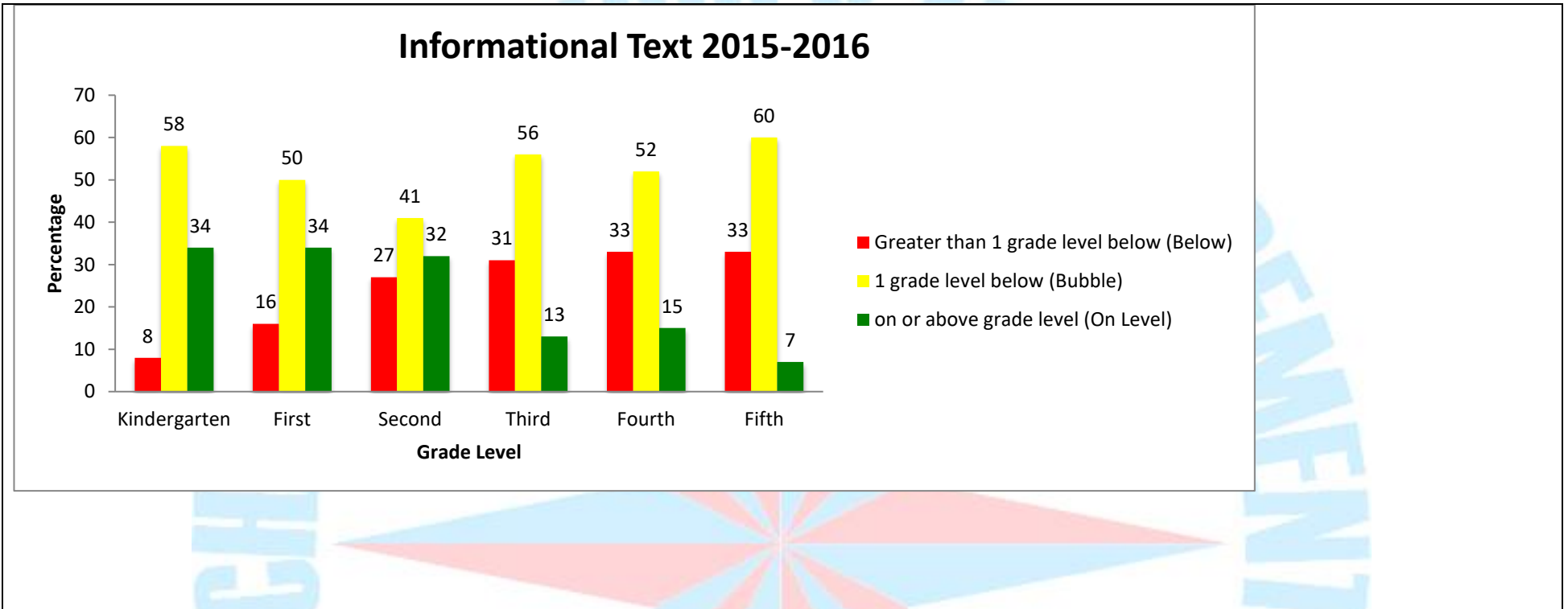
Greater than 1 grade level below (Below)

1 grade level below (Bubble)

on or above grade level (On Level)

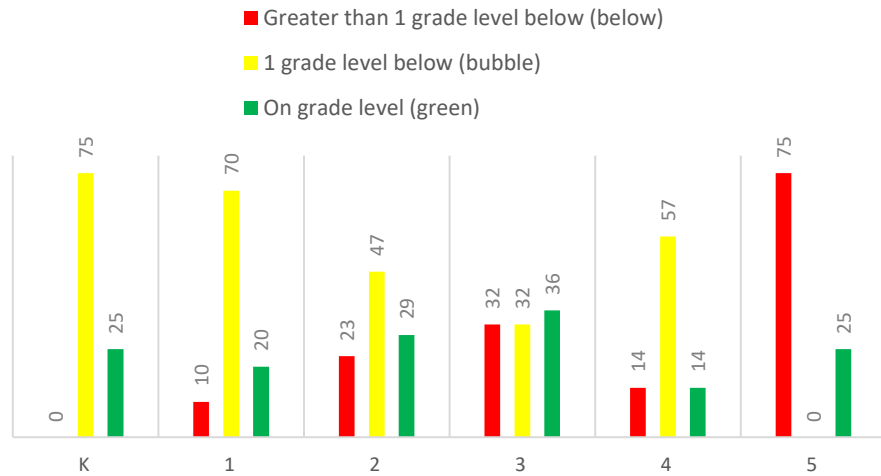
	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)		8	16	27	31	33
1 grade level below (Bubble)		58	50	41	56	60
on or above grade level (On Level)		34	34	32	13	7

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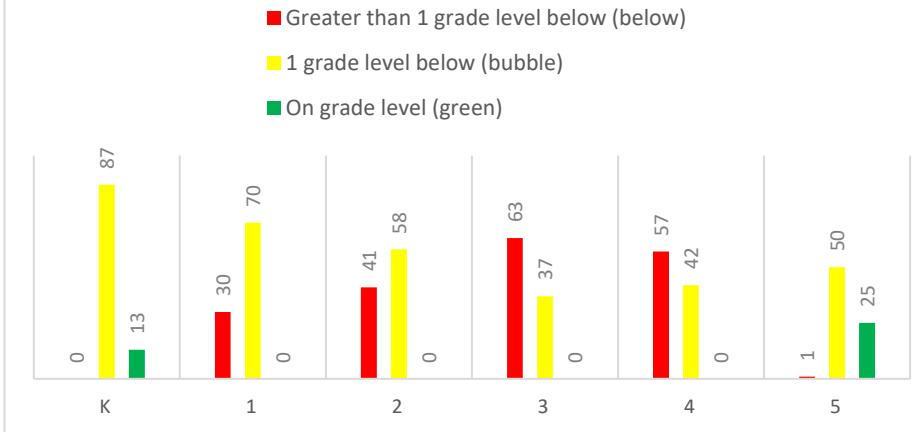
2016-2017 READING BASELINE DATA-IREADY-



The baseline data for the 2016-2017 school year indicates the same trend of deficiency in reading. 25% of students in K-2 and 3rd-5th are deficient in reading. It is essential that instructional plan is implemented with fidelity.

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**2016-2017 MATH BASELINE
DATA-IREADY-**

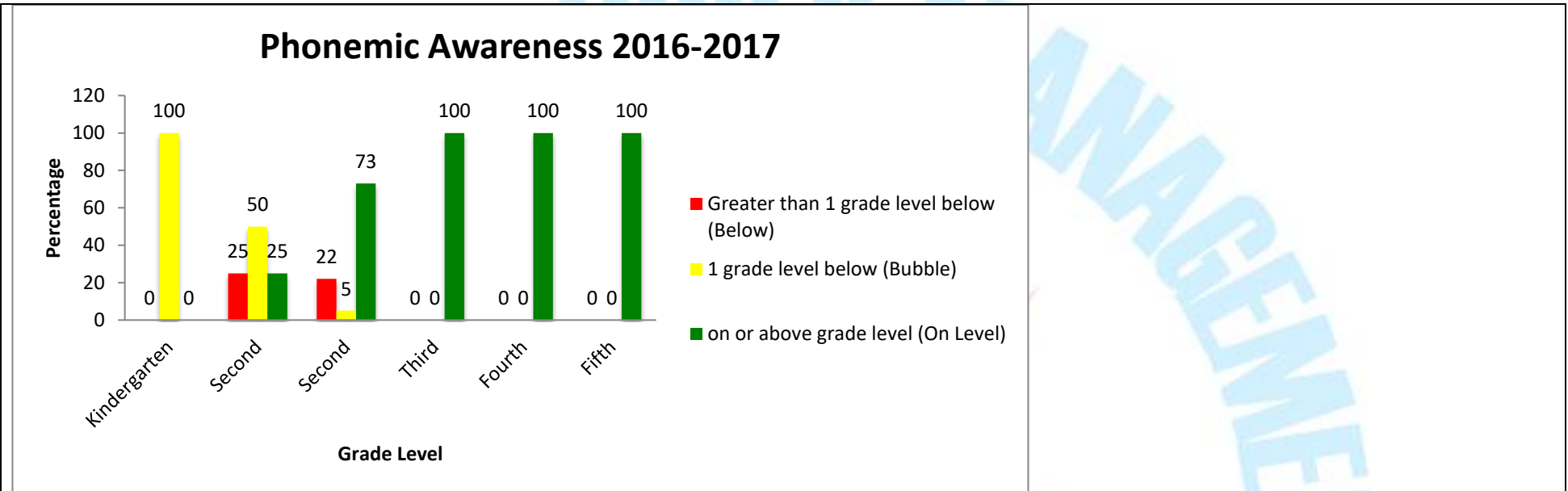


The baseline data for the 2016-2017 school year indicates the same trend of deficiency in math. 14% of students in K-2 and 8% 3rd-5th are deficient in math.

Phonemic Awareness 2016-2017

	Kindergarten	Second	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)	0	25	22	0	0	0
1 grade level below (Bubble)	100	50	5	0	0	0
on or above grade level (On Level)	0	25	73	100	100	100

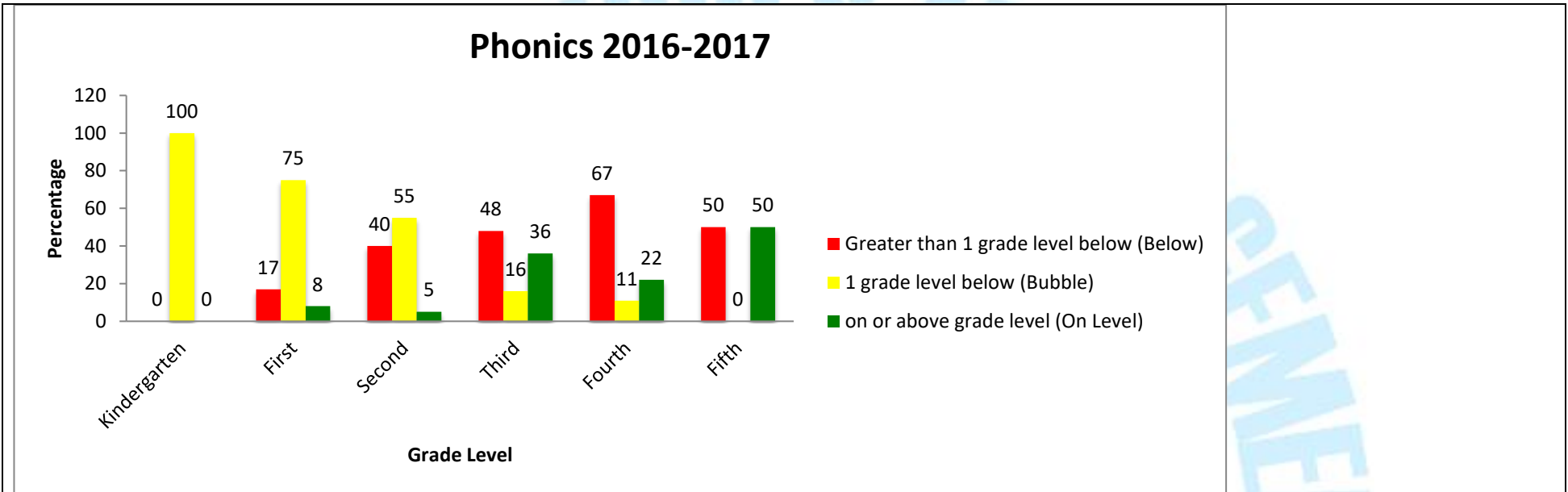
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Phonics 2016-2017

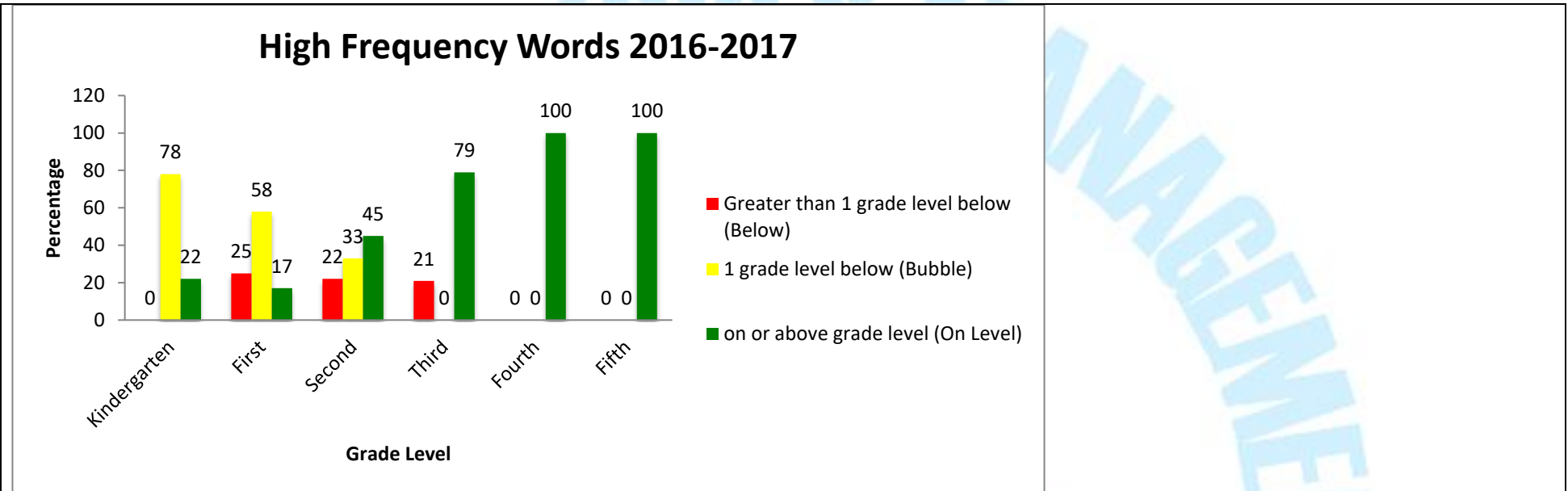
	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)	0	17	40	48	67	50
1 grade level below (Bubble)	100	75	55	16	11	0
on or above grade level (On Level)	0	8	5	36	22	50

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High Frequency Words 2016-2017	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)		0	25	22	21	0
1 grade level below (Bubble)		78	58	33	0	0
on or above grade level (On Level)		22	17	45	79	100

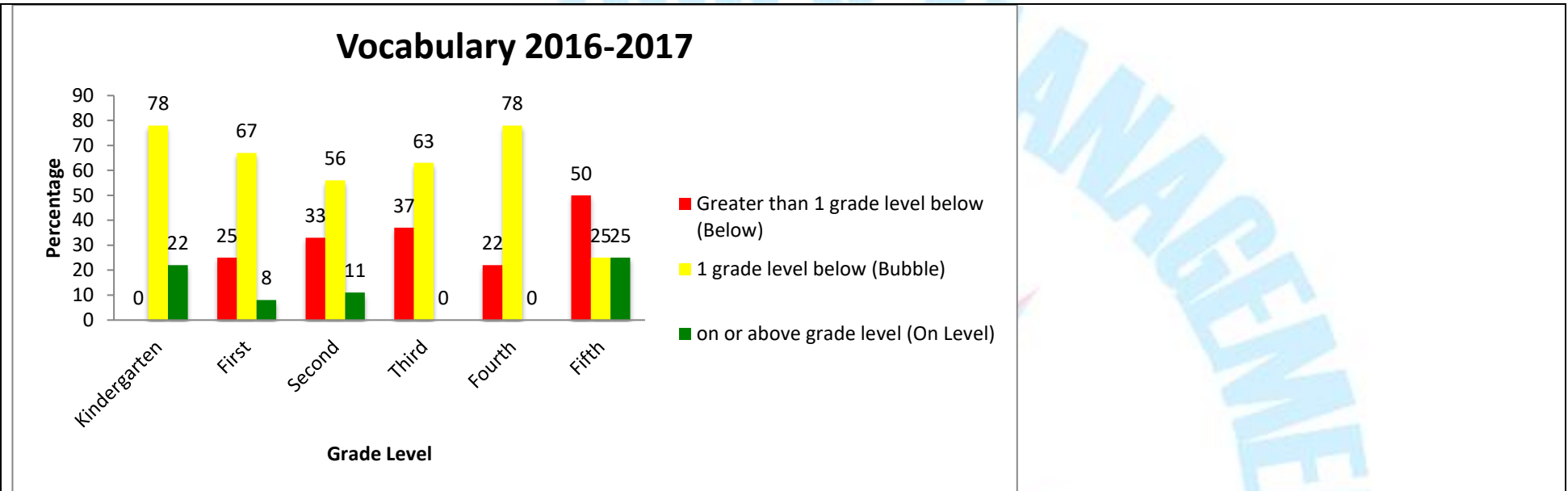
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Vocabulary 2016-2017

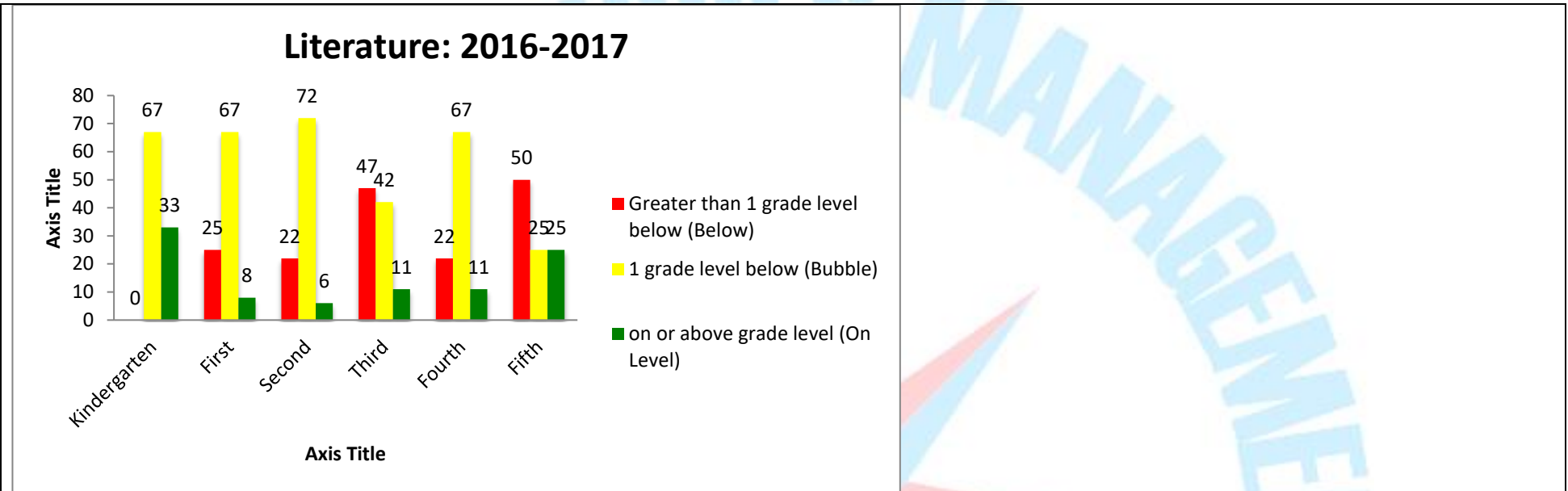
	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)	0	25	33	37	22	50
1 grade level below (Bubble)	78	67	56	63	78	25
on or above grade level (On Level)	22	8	11	0	0	25

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION



Literature 2016-2017	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)	0	25	22	47	22	50
1 grade level below (Bubble)	67	67	72	42	67	25
on or above grade level (On Level)	33	8	6	11	11	25

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Informational Text 2016-2017

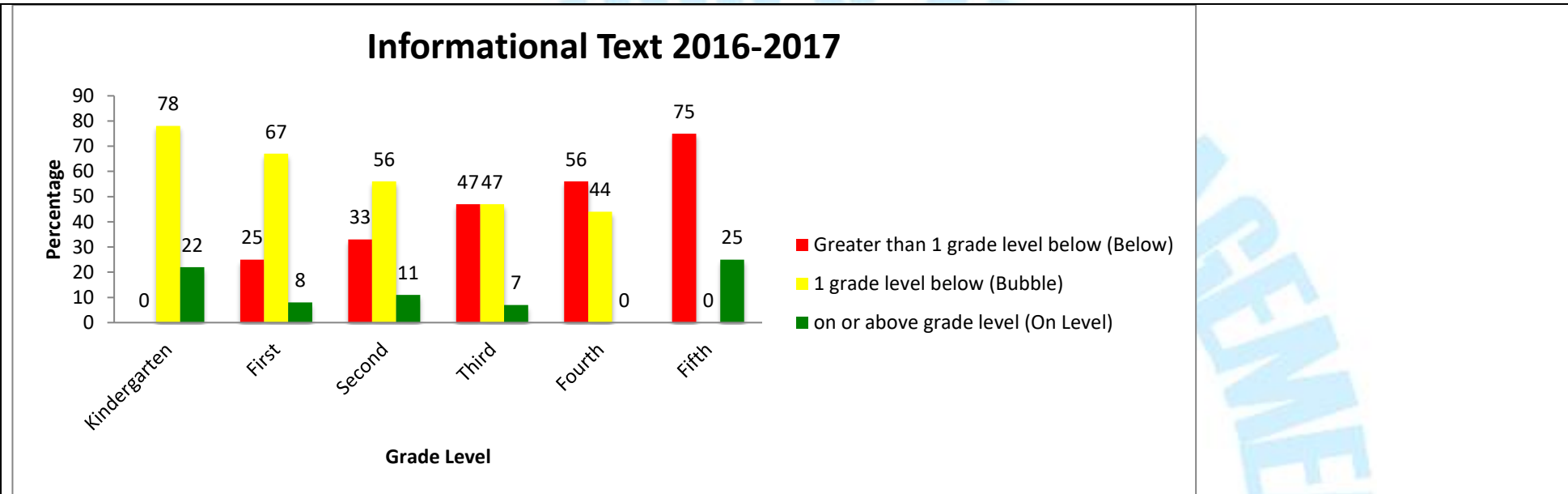
Greater than 1 grade level below (Below)

1 grade level below (Bubble)

on or above grade level (On Level)

	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)	0	25	33	47	56	75
1 grade level below (Bubble)	78	67	56	47	44	0
on or above grade level (On Level)	22	8	11	7	0	25

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION



The following is the subgroup breakdown for the 2014-15 FSA data:

Subgroups	% Tested	% ELA Proficient	% Tested	% Math Proficient	% Science Proficient
ALL STUDENTS	92	29	96	14	N/A
AMERICAN INDIAN					
ASIAN					
BLACK/AFRICAN AMERICAN	95	27	100	20	
HISPANIC					
WHITE					
ENGLISH LANGUAGE LEARNERS					
STUDENTS WITH DISABILITIES					
ECONOMICALLY DISADVANTAGED	91	28	95	17	

Subgroup Data Analysis

Reading Performance

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

The above Annual Measurable Objectives (AMO) outcomes for 2014-15 subgroups chart (First year of testing for the school) there are only two subgroups. Alpha International Academy's Reading Performance declined from 2014-2015 – 2015-2016 school year. During the 2014-2015 school year only 29% were proficient in reading and in 2015-2016 the percentage dropped to 16%. The subgroup identified as Black/African American and Disadvantaged performed below grade both level both years. The School was not provided with data for the following subgroup Hispanic, white, ELL and SWD.

Overall the students performing below grade level need supplemental, intensive, intervention and direct instruction reading program to improve their academic achievement.

Math Performance

The above Annual Measurable Objectives (AMO) outcomes for 2014-15 subgroups chart (First year of testing for the school) there are only two subgroups. Alpha International Academy's Math Performance stayed the stay from 2014-2015 – 2015-2016 school year. During the 2014-2015 and 2015-2016 school year only 14% were proficient in Math. The subgroup identified as Black/African American and Disadvantaged continued to perform below grade level. The School was not provided with data for the following subgroup Hispanic, white, ELL and SWD.

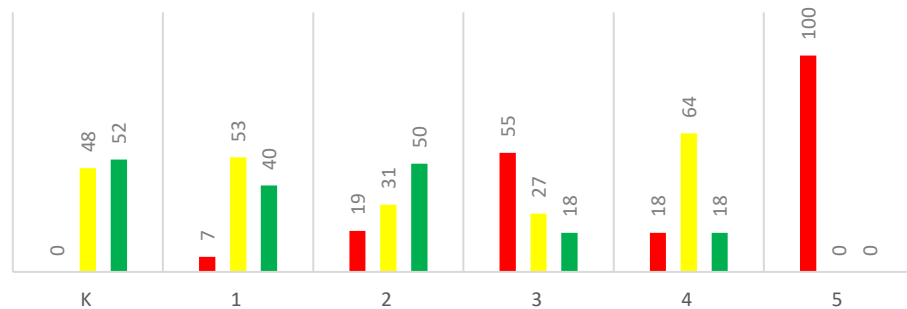
Overall the students performing below grade level need supplemental, intervention and direct instruction math program to improve their academic achievement.

Science Performance

The schools two major subgroups are Black/African American and Economically Disadvantaged. Only 8% of the school was proficient in Science

2014-2015 READING BASELINE DATA-IREADY

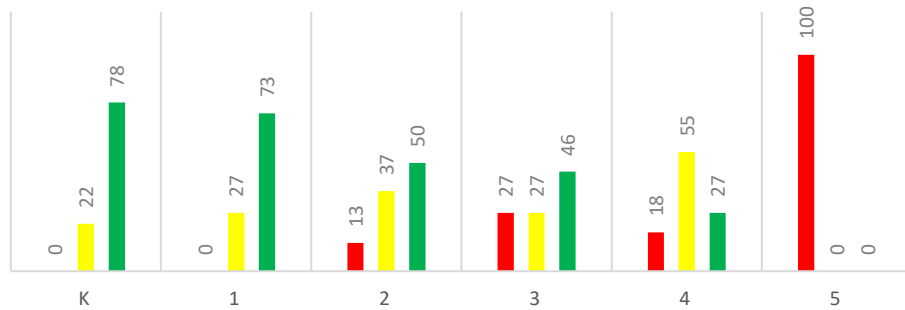
■ Greater than 1 grade level below (below) ■ 1 grade level below (bubble)
■ On grade level (green)



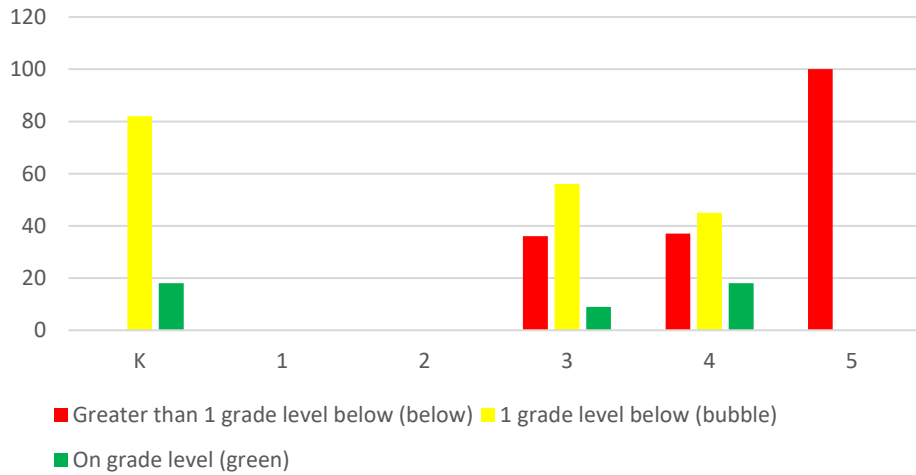
2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

2014-2015 END OF YEAR READING DATA-IREADY

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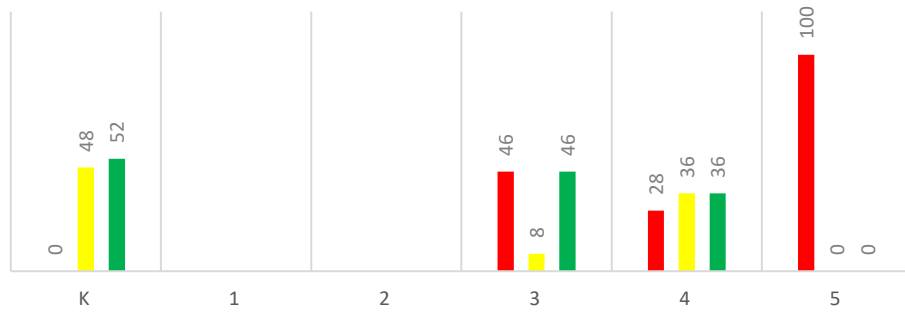
2014-2015 MATH BASELINE DATA-IREADY



2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

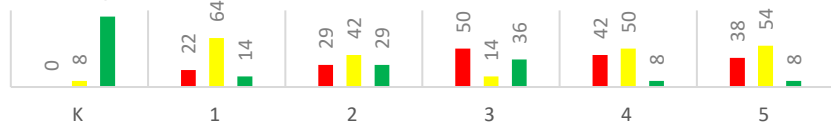
2014-2015 MATH END OF YEAR DATA-IREADY

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2015-2016 READING BASELINE DATA-IREADY

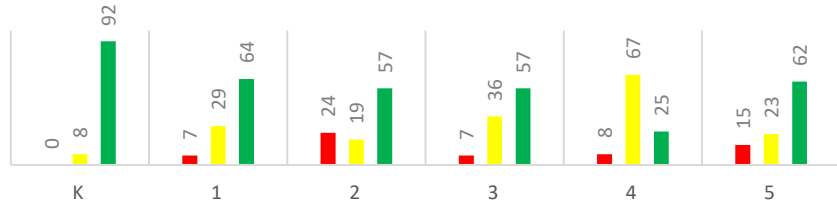
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2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

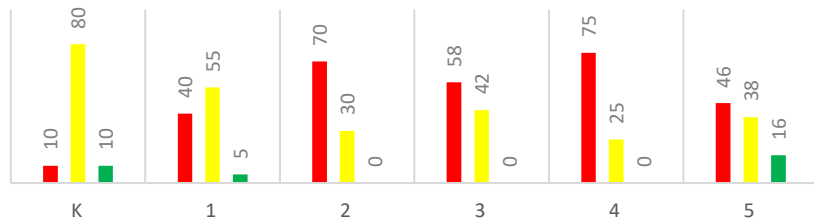
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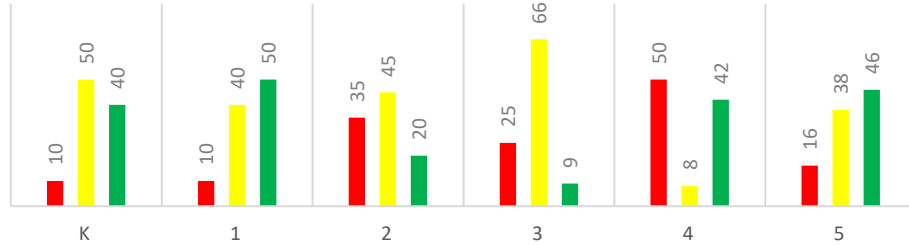
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2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

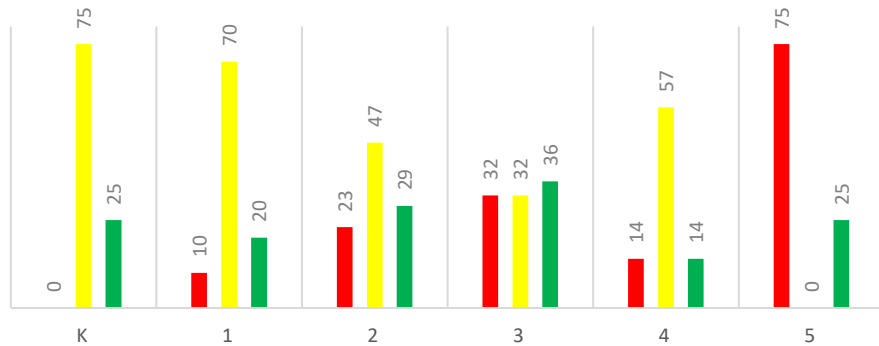
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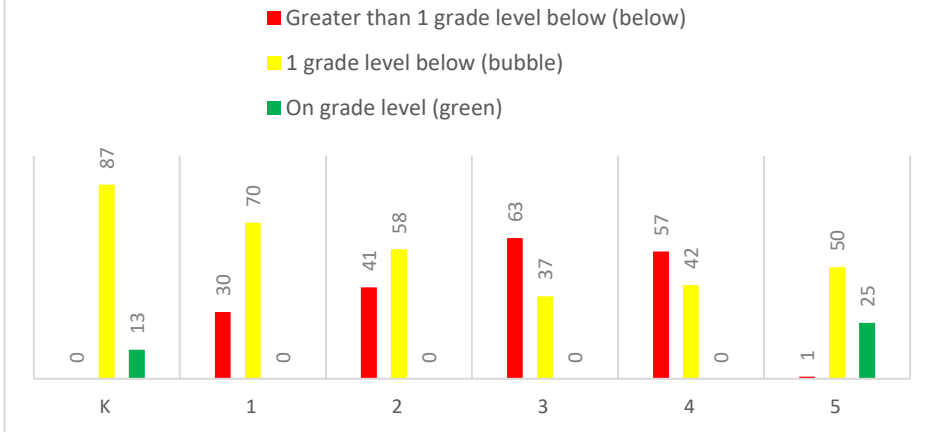
2016-2017 READING BASELINE DATA-IREADY-

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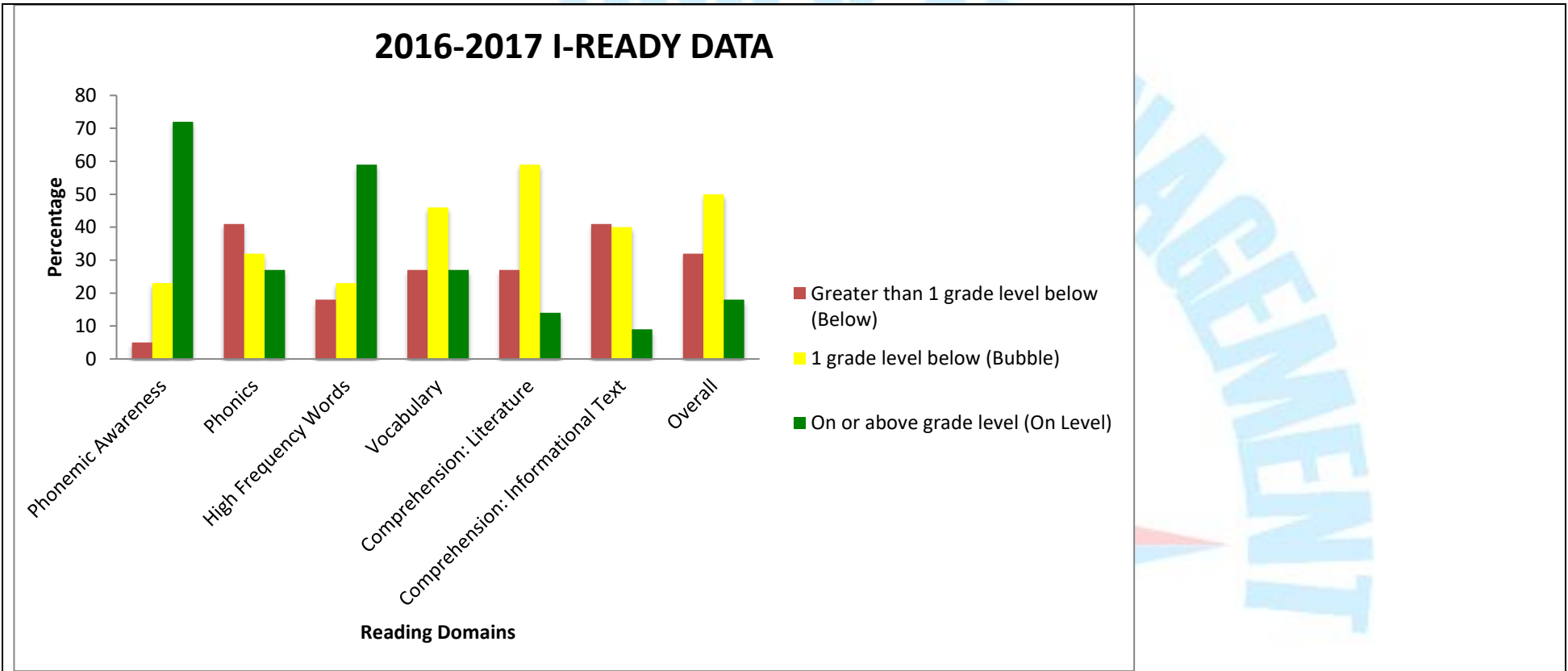
2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

2016-2017 MATH BASELINE DATA-IREADY-



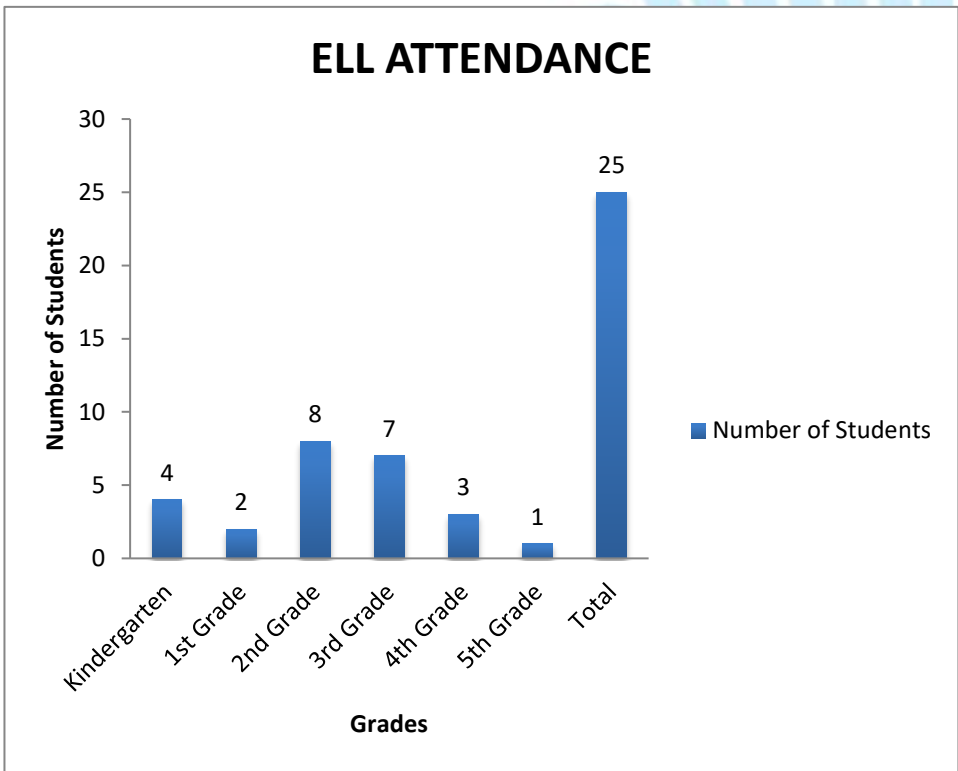
The iReady data shows a trend that majority of Alpha International Academy's students are performing below grade level in reading and math. 2014-2015 only 24% of 3rd -5th grade students were proficient in reading and 27% in math. 2015-2016 only 48% of 3rd -5th grade students were proficient in reading and 32% in math. Currently the 2016-2017 school year baseline data indicates that 25% of 3rd -5th grade students are proficient in reading and 8% in math. The school needs to invest in additional curriculum resources, programs and provide students with an extended learning opportunity to increase student achievement in both reading and math.

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION



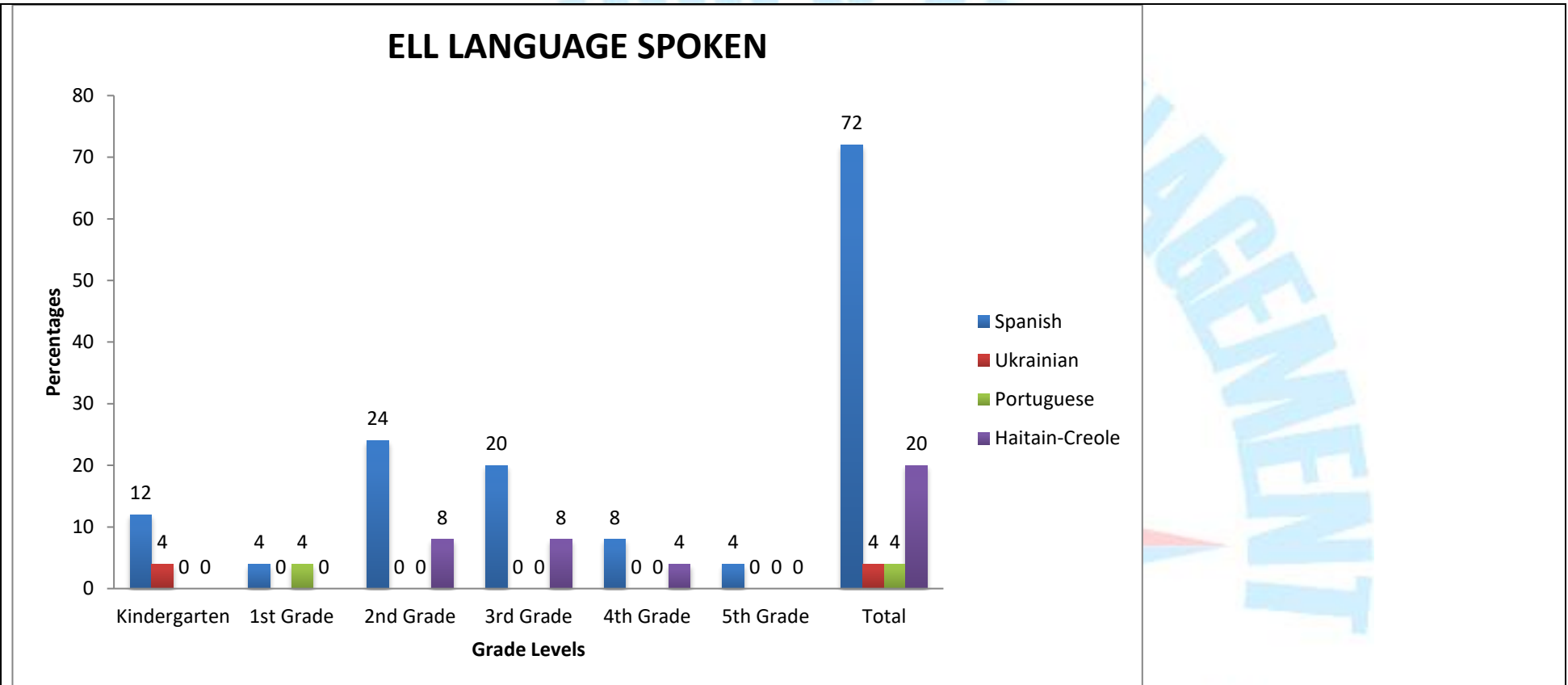
	Greater than 1 grade level below (Below)	1 grade level below (Bubble)	On or above grade level (On Level)
Phonemic Awareness	5	23	72
Phonics	41	32	27
High Frequency Words	18	23	59
Vocabulary	27	46	27
Comprehension: Literature	27	59	14
Comprehension: Informational Text	41	40	9
Overall	32	50	18

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION



Number of Students	
Kindergarten	4
1st Grade	2
2nd Grade	8
3rd Grade	7
4th Grade	3
5th Grade	1
Total	25

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION



	Spanish	Ukrainian	Portuguese	Haitian-Creole
Kindergarten	12	4	0	0
1st Grade	4	0	4	0
2nd Grade	24	0	0	8
3rd Grade	20	0	0	8
4th Grade	8	0	0	4
5th Grade	4	0	0	0
Total	72	4	4	20

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

3. Student Achievement Objectives

Provide the student achievement objectives included in the charter contract or most recent sponsor approved school improvement plan:

Alpha International Academy most recent School Wide Plan was submitted to Title 1 in March 2016 and are as follows:

By June 2016, 35% of the students in grades 3-5 will score at a level 3 or higher on the FSA Reading.

By June 2016, 30% of the students in grades 3-5 will score at a level 3 or higher on the FSA Math.

By June 2016, 45% of the students in grade 5 will score at a level 3 or higher on the Florida Statewide Science Assessment.

4. Student Performance Data Analysis

Provide a **detailed** analysis of the student performance data including academic performance by each subgroup:

The following is the subgroup breakdown for the 2014-15 FSA data:

Subgroups	% Tested	% ELA Proficient	% Tested	% Math Proficient	% Science Proficient
ALL STUDENTS	92	29	96	14	N/A
AMERICAN INDIAN					
ASIAN					
BLACK/AFRICAN AMERICAN	95	27	100	20	
HISPANIC					
WHITE					
ENGLISH LANGUAGE LEARNERS					
STUDENTS WITH DISABILITIES					
ECONOMICALLY DISADVANTAGED	91	28	95	17	

Subgroup Data Analysis

Reading Performance

The above Annual Measurable Objectives (AMO) outcomes for 2014-15 subgroups chart (First year of testing for the school) there are only two subgroups. Alpha International Academy's Reading Performance declined from 2014-2015 – 2015-2016 school year. During the 2014-2015 school year only 29% were proficient in reading and in 2015-2016 the percentage dropped to 16%. The subgroup identified as Black/African American and Disadvantaged performed below grade both level both years. The School was not provided with data for the following subgroup Hispanic, white, ELL and SWD.

Overall the students performing below grade level need supplemental, intensive, intervention and direct instruction reading program to improve their academic achievement.

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Math Performance

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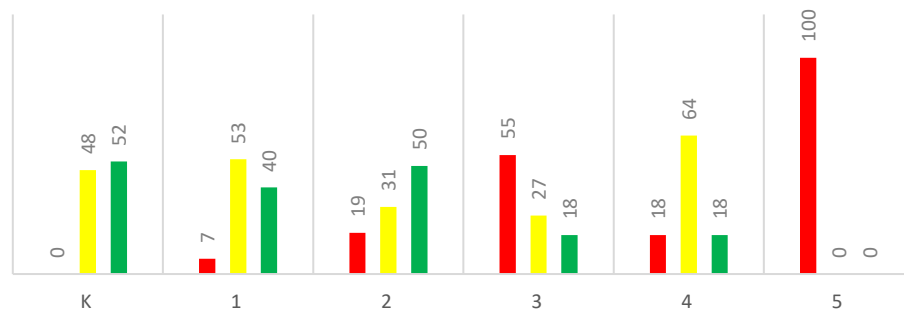
Overall the students performing below grade level need supplemental, intervention and direct instruction math program to improve their academic achievement.

Science Performance

The schools two major subgroups are Black/African American and Economically Disadvantaged. Only 8% of the school was proficient in Science

2014-2015 READING BASELINE DATA-IREADY

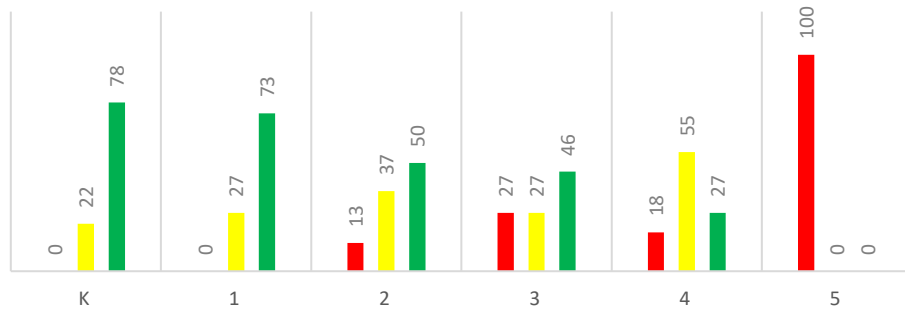
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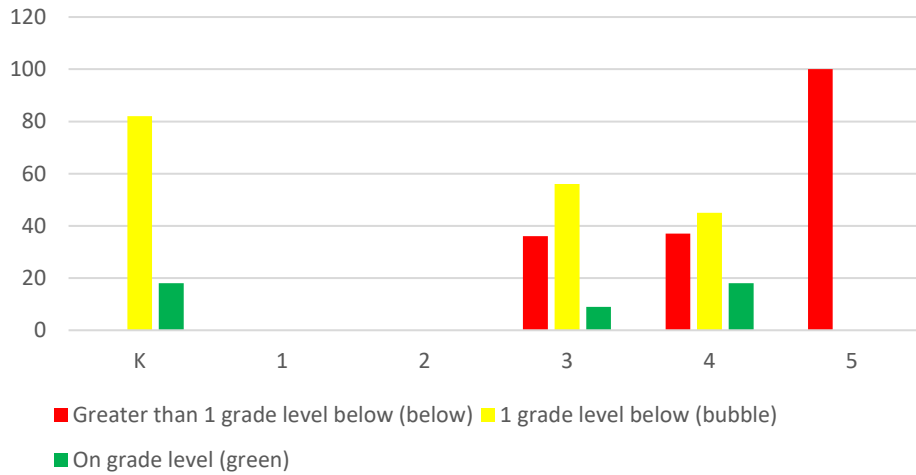
2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

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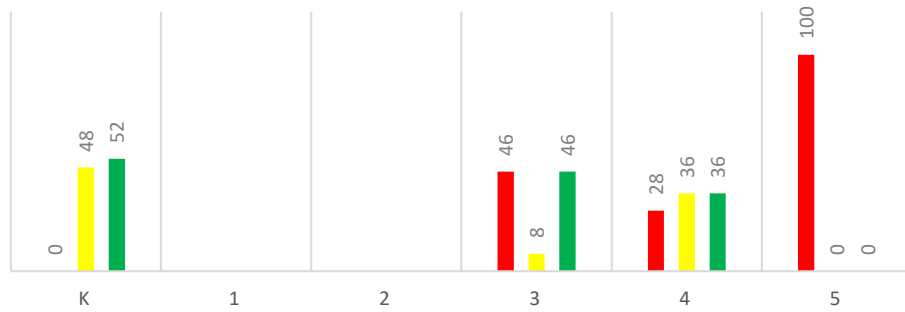
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2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

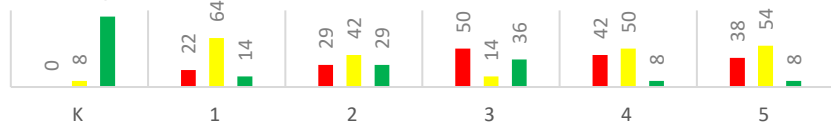
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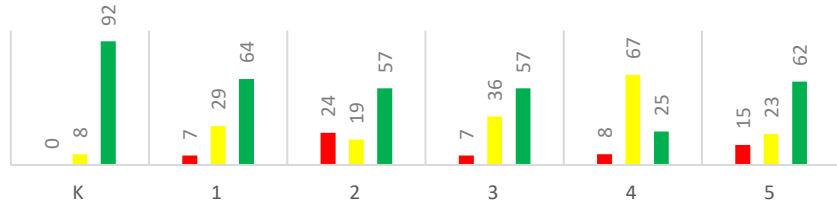
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2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

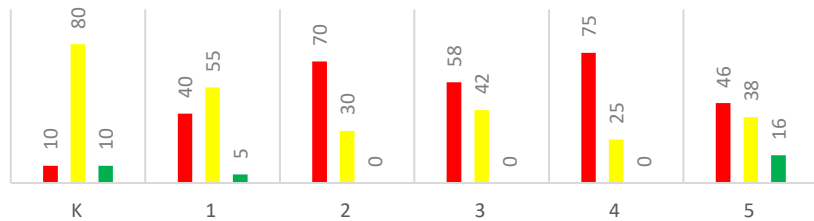
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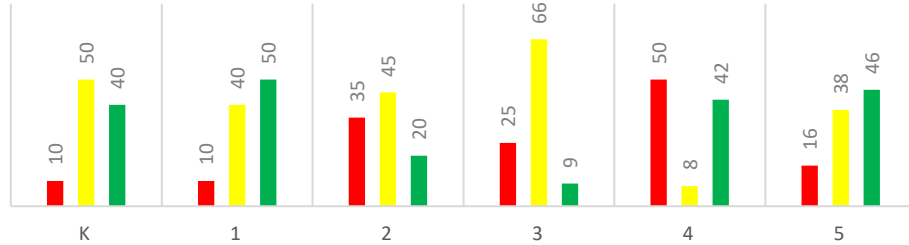
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2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

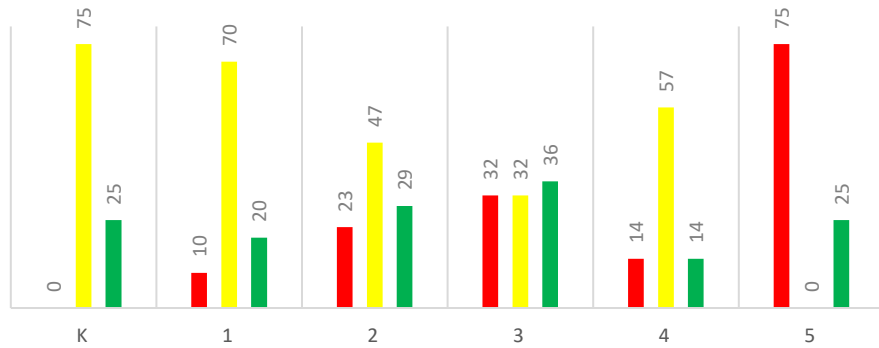
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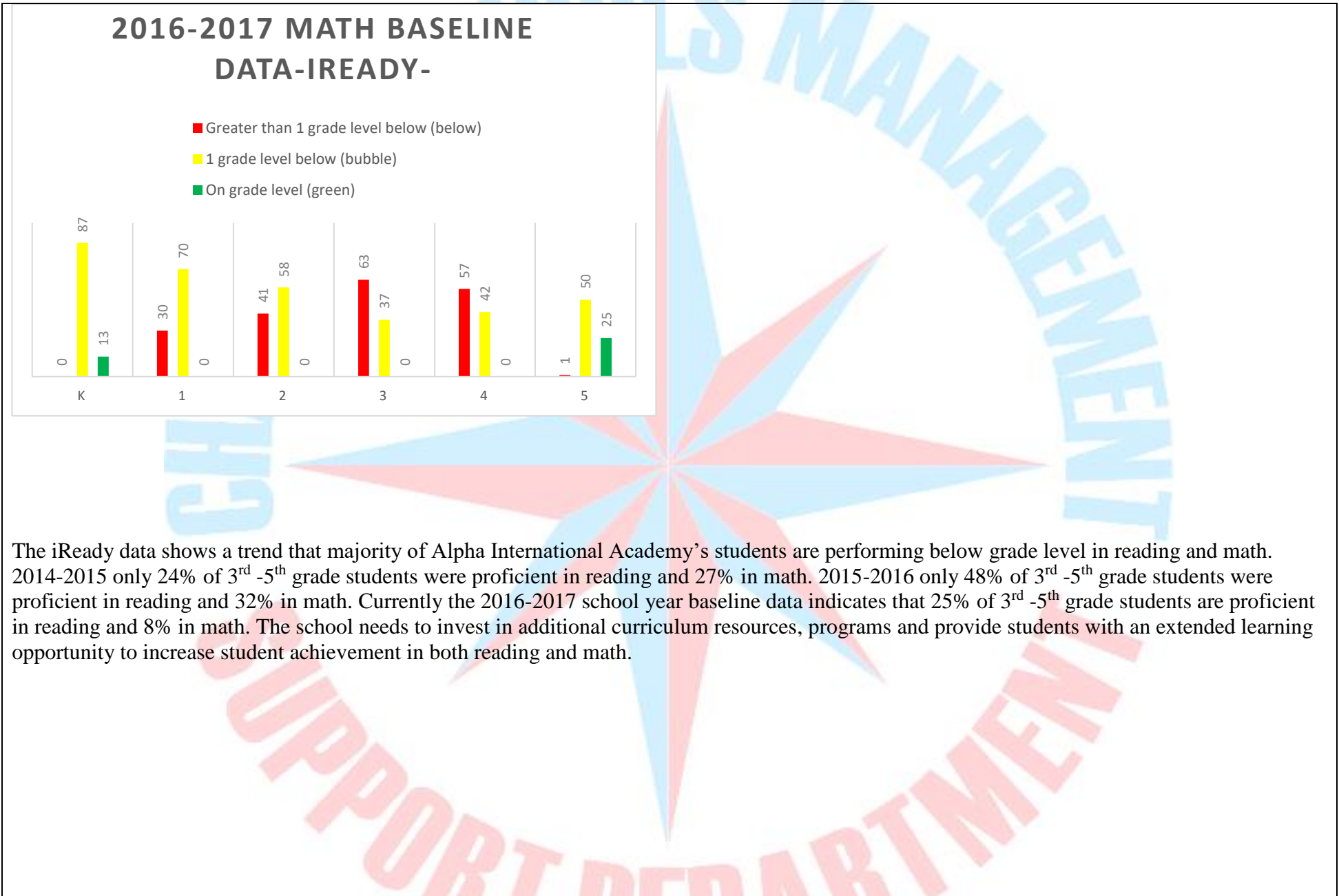


2016-2017 READING BASELINE DATA-IREADY-

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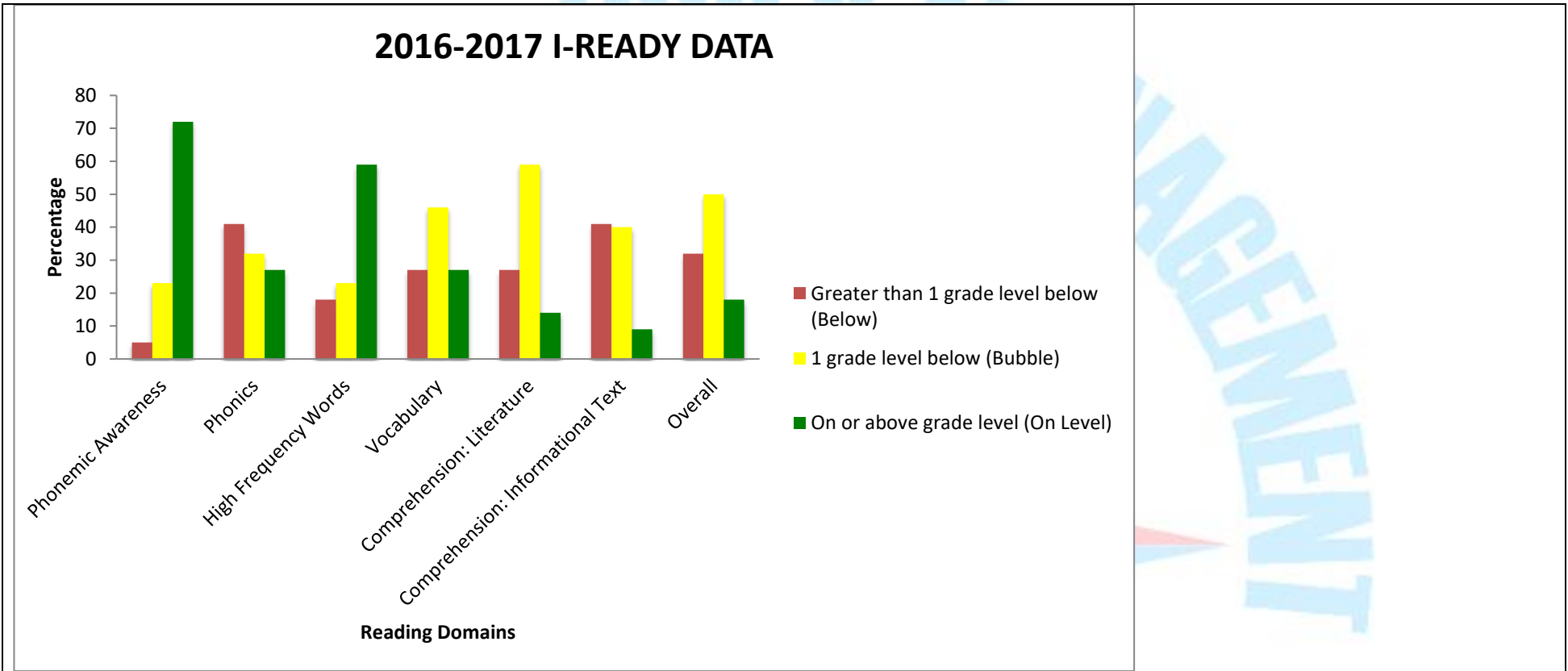


2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION



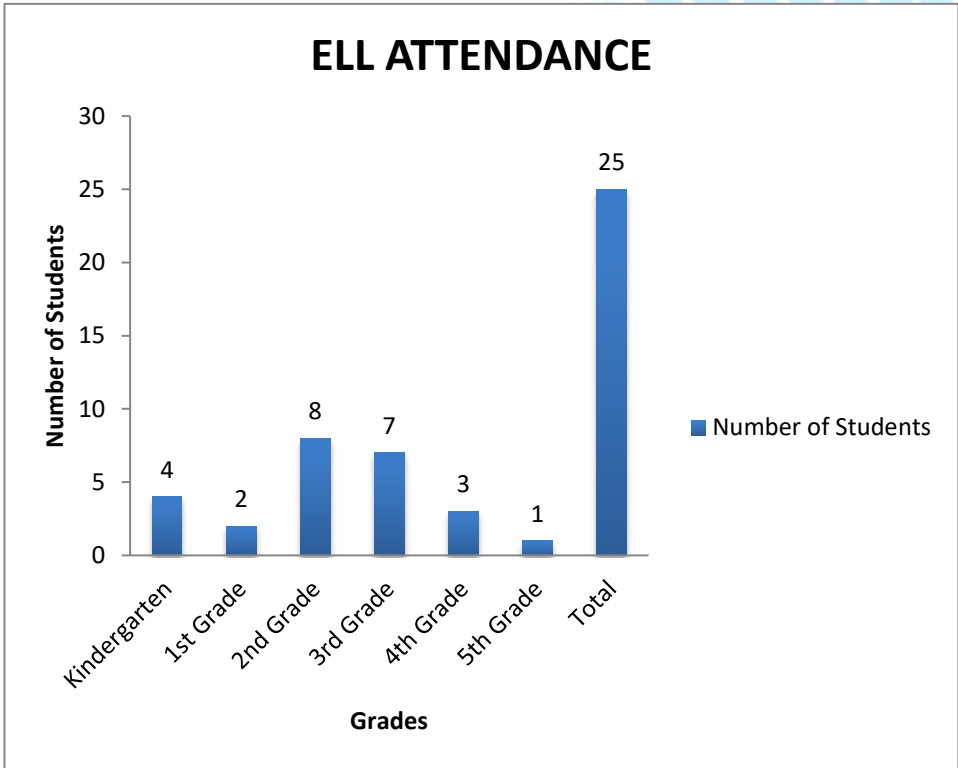
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2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION



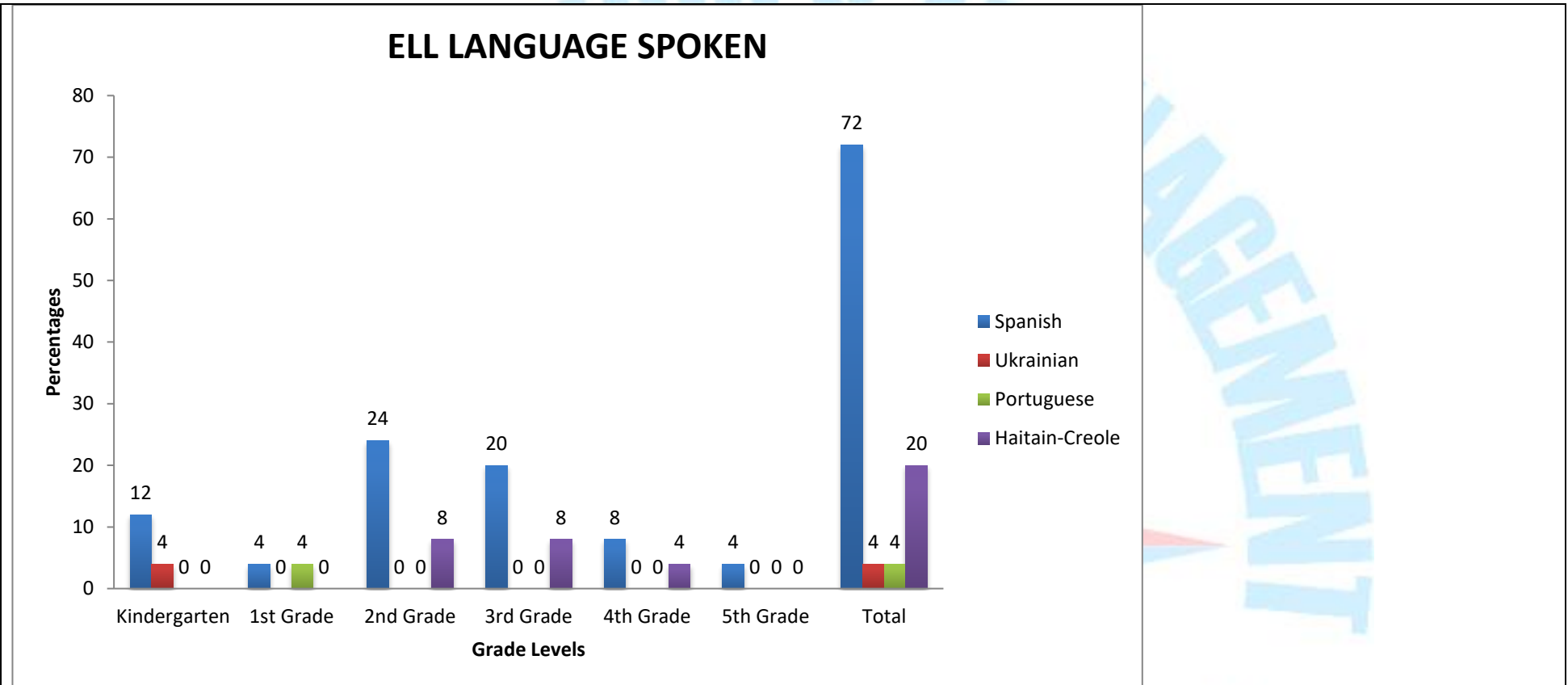
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2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION



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2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION



	Spanish	Ukrainian	Portuguese	Haitian-Creole
Kindergarten	12	4	0	0
1st Grade	4	0	4	0
2nd Grade	24	0	0	8
3rd Grade	20	0	0	8
4th Grade	8	0	0	4
5th Grade	4	0	0	0
Total	72	4	4	20

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Alpha International Academy 2016 -2017 Action Plan	
This action plan was designed for the ELL students performing below level at Alpha International Academy.	
<p>-Phonological Awareness -Phonics -High Frequency Words</p>	<p>-Provide additional work on English phonemes that are not present in the students' native language. If students are literate in their native language, focus on differences between that language and English, with less attention given to elements that will transfer.</p> <p>-Provide extensive experiences with fun and appealing songs, poems, chants, and read- alouds that will allow them to hear and reproduce the sound patterns of English.</p> <p>-Journey’s and I-ready systematic phonics instruction that has a print-rich environment and provides exposure to appealing reading materials in varied genres.</p> <p>- Explicitly point out different letter combinations that have the same sound, and provide extra practice with them</p> <ul style="list-style-type: none"> • Language games and word walls • Songs and poems • Using rhythm and repetition • Activating prior knowledge, • Scaffolding instruction • Pairing students in cooperative learning situations, • Focusing on roots, prefixes, and suffixes. • Extended time, • Hands on • Small group • Context clues, • checked often for understanding

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Alpha International Academy 2016 -2017 Action Plan	
Vocabulary	<ul style="list-style-type: none">• Provide extra practice in reading words, sentences, and stories.• Use cognate words in the native language as synonyms when teaching vocabulary. Identify and clarify difficult words and passages.• Consolidate knowledge of the text through the use of summaries.• Find appropriate ways to use the native language. <p>Explicitly teach during small group instruction:</p> <ul style="list-style-type: none">-Words that are crucial for understanding a text;-Words that are encountered in a wide variety of contexts;-Frequently used words that contain word parts (roots, prefixes, suffixes) that can help students analyze other unknown words;-Words with multiple meanings, whether spelled differently (homophones such as <i>to</i>, <i>two</i>, and <i>too</i>) or spelled the same (such as a dining room <i>table</i> and a multiplication <i>table</i>);-Figurative language and idiomatic expressions;academic words that indicate relationships among other words (such as <i>because</i>, <i>therefore</i>, and <i>since</i> to indicate cause and effect).

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>Comprehension: Literature and Informational Text</p>	<p>Teachers here at Alpha will support students who struggle with reading comprehension, has weak phonemic awareness and decoding skills. Build phonemic awareness, decoding, and fluency skills to strengthen reading comprehension.</p> <p>Teachers will also :</p> <ul style="list-style-type: none"> • Comparing and Contrasting • Making Predictions • Drawing Conclusions and Making Inferences • Recognizing Cause and Effect • Understanding Sequence • Understanding Main Idea and Details <p>Provide as much nonverbal support for reading comprehension as possible, including pictures, diagrams, real objects, gestures, acting, and graphic organizers.</p> <p>Explicitly teach comprehension strategies, such as reader-generated questions, summarizing, and monitoring comprehension.</p> <p>Plan interactive activities around reading and interpreting texts. Sharing ideas, comparing perspectives, and coming to agreement (or agreeing to disagree)</p>

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

5. Student Performance Deficiency Plan

Provide a detailed plan for addressing each identified deficiency in student performance, including specific actions, person responsible, resources needed and timeline:

Reading Deficiencies

Deficiency: Alpha international Academy used iReady data to determine students in grades K-2 achievement level. The 2015 data indicated that 92% of students in Kindergarten, 64% of students in 1st grade and 57% of students in 2nd grade are on grade level. They are having difficulty in phonics, high frequency words, vocabulary, and comprehension: literature and comprehension: informational text.

Plan: The instructional reading block in the morning will consist of 2 hours 10 minutes and 1 hour in the afternoon.

- A. Reading instruction is administered for 2 hours 10 minutes in the morning and 1 hour in the afternoon. The morning reading block consist of whole group instruction, small group, differentiated instruction, centers, independent reading and iReady.
- B. The afternoon reading block consist of Primary Phonics instruction and Phonics for reading. Students are given an assessment placed in groups according to their phonics level.
- C. Trained teacher assistants will provide push-in and pull-out to tier II and tier III. The push-in will allow students to receive the individual or small group instruction they need without having to leave the classroom. The pull-out instruction gives the student an opportunity to receive instruction in the area(s) they are having difficulty, they may receive small group or individual intervention.
- D. IReady is our PMP as well an additional supplemental reading program. Students will complete 45 minutes (on level), 60 minutes (1 grade level below) or 90 minutes (2 grade levels below) of iReady per week.
- E. All teachers are required to develop an Instructional Focus Calendar
- F. Teachers will continue to follow the districts K-12 Comprehensive Reading Plan.
- G. All teachers will receive professional development in differentiated learning and unwrapping the Florida Standards.
- H. The principal will monitor implementation of the school wide plan through classroom walkthroughs and classroom observations.

Person Responsible: Teachers, Literacy coach, Administration

Resources: Florida, Journeys Common Core, Houghton Mifflin Harcourt,

SIRP: Leveled Literacy Intervention, Houghton Mifflin Harcourt; Ready Curriculum associates; Primary Phonics, Educators Publishing Service; Phonics, Curriculum Associates

Assessments: iReady, FLKRS, STAR, Mid-Year and End-of-Year

Progress Monitoring: iReady

Timeline: September 2016 – June 2016

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Reading Deficiencies

Deficiency: Alpha international Academy used iReady data to determine students in grades 3-5 achievement level. The 2015 data indicated that 57% of students in 3rd grade, 25% of students in 4th grade and 62% of students in 5th grade are on grade level. They are having difficulty in phonics, high frequency words, vocabulary, and comprehension: literature and comprehension: informational text.

Plan: The instructional reading block in the morning will consist of 2 hours 10 minutes and 1 hour in the afternoon.

- A. Reading instruction is administered for 2 hours 10 minutes in the morning and 1 hour in the afternoon. The morning reading block consist of whole group instruction, small group, differentiated instruction, centers, independent reading and iReady.
- B. The afternoon reading block consist of Phonics for Reading. Students are given an assessment placed in groups according to their phonics level.
- C. Trained teacher assistants will provide push-in and pull-out tier II and tier III students. The push-in will allow students to receive the individual or small group instruction they need without having to leave the classroom. The pull-out instruction gives the student an opportunity to receive instruction in the area(s) they are having difficulty, they may receive small group or individual intervention.
- D. IReady is our PMP as well an additional supplemental reading program. Students will complete 45 minutes (on level), 60 minutes (1 grade level below) or 90 minutes (2 grade levels below) of iReady per week.
- E. All teachers are required to develop an Instructional Focus Calendar
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Person Responsible: Teachers, Literacy coach, Administration

Resources: Florida, Journeys Common Core, Houghton Mifflin Harcourt,

SIRP: Leveled Literacy Intervention, Houghton Mifflin Harcourt; Ready Curriculum associates; Phonics, Curriculum Associates

Assessments: iReady, STAR

Progress Monitoring: iReady

Timeline: September 2016 – June 2016

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Math Deficiencies

Deficiency: Alpha international Academy used iReady data to determine students in grades K-2 achievement level. The 2015 data indicated that 40% of students in Kindergarten, 50% of students in 1st grade and 20% of students in 2nd grade are on grade level. They are having difficulty with Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry.

Plan: The instructional math block will be from 60 – 90 minutes

- I. The instructional block will run between 60-90 minutes
- J. Students will receive 25 minutes of math drills
- K. In addition to Go Math students will use Ready Math by Curriculum associates
- L. Trained teacher assistants will provide push-in and pull-out to tier II and tier III. The push-in will allow students to receive the individual or small group instruction they need without having to leave the classroom. The pull-out instruction gives the student an opportunity to receive instruction in the area(s) they are having difficulty, they may receive small group or individual intervention.
- M. IReady is our PMP as well an additional supplemental math program. Students will complete 45 minutes (on level), 60 minutes (1 grade level below) or 90 minutes (2 grade levels below) of iReady per week.
- N. All teachers are required to develop an Instructional Focus Calendar
- O. All teachers will receive professional development in differentiated learning and unwrapping the Florida Standards.
- P. The principal will monitor implementation of the school wide plan through classroom walkthroughs and classroom observations.

Person Responsible: Teachers, Administration

Resources: Go Math, Houghton Mifflin Harcourt,

SIRP: Ready Math Curriculum associates;

Assessments: iReady

Progress Monitoring: iReady

Timeline: September 2016 – June 2016

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Math Deficiencies

Deficiency: Alpha international Academy used iReady data to determine students in grades 3-5 achievement level. The 2015 data indicated that 9% of students in 3rd grade, 42% of students in 4th grade and 46% of students in 5th grade are on grade level. They are having difficulty with Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry.

Plan: The instructional math block will be from 60 – 90 minutes

- A. The instructional block will run between 60-90 minutes
- B. Students will receive 15 minutes of math drills
- C. Students will participate in the Acaletics math club at the end of each math lesson.
- D. In addition to Go Math students will use Ready Math by Curriculum associates
- E. Trained teacher assistants will provide push-in and pull-out to tier II and tier III. The push-in will allow students to receive the individual or small group instruction they need without having to leave the classroom. The pull-out instruction gives the student an opportunity to receive instruction in the area(s) they are having difficulty, they may receive small group or individual intervention.
- F. IReady is our PMP as well an additional supplemental math program. Students will complete 45 minutes (on level), 60 minutes (1 grade level below) or 90 minutes (2 grade levels below) of iReady per week.
- G. All teachers are required to develop an Instructional Focus Calendar
- H. All teachers will receive professional development in differentiated learning and unwrapping the Florida Standards.
- I. The principal will monitor implementation of the school wide plan through classroom walkthroughs and classroom observations.

Person Responsible: Teachers, Administration

Resources: Go Math, Houghton Mifflin Harcourt,

SIRP: Ready Math Curriculum associates; Acaletics

Assessments: iReady

Progress Monitoring: iReady

Timeline: September 2016 – June 2016

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

The following is the daily schedule per grade level. Due to being in the lowest 300 we are required to provide an extended hour of school. The extended hour is used for reading intervention for all grades from 2:00 p.m. – 3:00 p.m.

Alpha International Academy Daily Schedule Kindergarten

Room 1	Kindergarten				
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:55 - 8:10	Morning Warm-Up	Morning Warm-Up	Morning Warm-Up	Morning Warm-Up	Morning Warm-Up
8:10 - 10:15	ELA	ELA	ELA	ELA	ELA
10:15 - 10:45	Science	Science	Science	Science	Science
10:45 - 11:15	Lunch	Lunch	Lunch	Lunch	Lunch
11:15 - 12:15	Math	Math	Math	Math	Math
12:15 - 12:45	Recess	Recess	Recess	Recess	Recess
12:45 - 1:00	Indp. Reading	Indp. Reading	Indp. Reading	Indp. Reading	Indp. Reading
1:00 - 2:00	ELA/Social Studies	ELA/Social Studies	ELA/Social Studies	ELA/Social Studies	ELA/Social Studies
2:00 - 3:00	Reading Intervention	Reading Intervention	Reading Intervention	Reading Intervention	Reading Intervention
3:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Alpha International Academy Daily Schedule First Grade

Room 1	1st Grade				
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:55 - 8:10	Morning Warm-Up	Morning Warm-Up	Morning Warm-Up	Morning Warm-Up	Morning Warm-Up
8:10 - 10:15	ELA	ELA	ELA	ELA	ELA
10:15 - 10:45	Science	Science	Science	Science	Science
10:45 - 11:15	Lunch	Lunch	Lunch	Lunch	Lunch
11:15 - 12:15	Math	Math	Math	Math	Math
12:15 - 12:45	Recess	Recess	Recess	Recess	Recess
12:45 - 1:00	Indp. Reading	Indp. Reading	Indp. Reading	Indp. Reading	Indp. Reading
1:00 - 2:00	ELA/Social Studies	ELA/Social Studies	ELA/Social Studies	ELA/Social Studies	ELA/Social Studies
2:00 - 3:00	Reading Intervention	Reading Intervention	Reading Intervention	Reading Intervention	Reading Intervention
3:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

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Alpha International Academy Daily Schedule Second Grade

Room 3	Grade 2				
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:55 - 8:10	Morning Warm-Up	Morning Warm-Up	Morning Warm-Up	Morning Warm-Up	Morning Warm-Up
8:10 - 10:30	ELA	ELA	ELA	ELA	ELA
10:30 - 11:00	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
11:00 - 11:15	Indp. Reading	Indp. Reading	Indp. Reading	Indp. Reading	Indp. Reading
11:15 - 11:45	Lunch	Lunch	Lunch	Lunch	Lunch
11:45 - 12:00	Recess	Recess	Recess	Recess	Recess
12:00 - 12:30	Science	Science	Science	Science	Science
12:30 - 1:45	Math	Math	Math	Math	Math
1:45 - 2:00	Indp. Reading	independent reading	Indp. Reading	Indp. Reading	Indp. Reading
2:00 - 3:00	Reading Intervention	Reading Intervention	Reading Intervention	Reading Intervention	Reading Intervention
3:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

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Alpha International Academy Daily Schedule Third Grade

Room 4	Grade 3				
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:55 - 8:10	Morning Warm-Up	Morning Warm-Up	Morning Warm-Up	Morning Warm-Up	Morning Warm-Up
8:10 - 10:15	ELA Social	ELA Social	ELA Social	ELA Social	ELA Social
10:15 - 10:50	Studies/Science	Studies/Science	Studies/Science	Studies/Science	Studies/Science
10:50 - 11:20	P.E.	P.E.	P.E.	P.E.	P.E.
11:20 - 11:45	Recess	Recess	Recess	Recess	Recess
11:45 - 12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15 - 1:40	Math	Math	Math	Math	Math
1:40 - 1:55	Indp. Reading Reading	Indp. Reading Reading	Indp. Reading Reading	Indp. Reading Reading	Indp. Reading Reading
2:00 - 3:00	Intervention	Intervention	Intervention	Intervention	Intervention
3:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Alpha International Academy Daily Schedule **Fourth Grade**

Room 5	Grade 4				
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:55 - 8:10	Morning Warm-Up	Morning Warm-Up	Morning Warm-Up	Morning Warm-Up	Morning Warm-Up
8:10 - 10:20	ELA	ELA	ELA	ELA	ELA
10:20 - 11:30	Math	Math	Math	Math	Math
11:30 - 12:00	P.E.	P.E.	P.E.	P.E.	P.E.
12:00 - 12:15	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
12:15 - 12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45 - 1:30	Science	Science	Science	Science	Science
1:30 - 2:00	Writing Reading	Writing Reading	Writing Reading	Writing Reading	Writing Reading
2:00 - 3:00	Intervention	Intervention	Intervention	Intervention	Intervention
3:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

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Alpha International Academy Daily Schedule Fifth Grade

Room 5	Grade 5				
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:55 - 8:10	Morning Warm-Up	Morning Warm-Up	Morning Warm-Up	Morning Warm-Up	Morning Warm-Up
8:10 - 10:20	ELA	ELA	ELA	ELA	ELA
10:20 - 11:30	Math	Math	Math	Math	Math
11:30 - 12:00	P.E.	P.E.	P.E.	P.E.	P.E.
12:00 - 12:15	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
12:15 - 12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45 - 1:30	Science	Science	Science	Science	Science
1:30 - 2:00	Writing	Writing	Writing	Writing	Writing
	Reading	Reading	Reading	Reading	Reading
2:00 - 3:00	Intervention	Intervention	Intervention	Intervention	Intervention
3:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

6. Approved Educational Program

Identify each component of the school's approved educational program that has **not** been implemented as described in the school's approved charter application or charter contract and the rationale for **why** each component was not implemented:

Alpha International Academy's approved educational programs have been implemented as described in the school's approved charter application.

7. Addressing Identified Deficiencies

Provide a **detailed** plan for addressing each identified **deficiency** noted in **part 6**, including specific actions, person responsible, resources needed, and timeline:

Alpha International Academy's approved educational programs have been implemented as described in the school's approved charter application.

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

8. Barriers to Student Success

Identify other **barriers** to student success, with a **detailed** plan for addressing each barrier including specific actions, person responsible, resources needed and timeline:

Barriers	Specific Action	Responsible Person	Resources Needed
Staff turnover is a major issue there was 60% teacher turnover. The school invest in professional development for the teachers and this development and training is lost when teachers leave.	Provide incentives to returning teachers. Teacher Recognition.	Administration	Bonus Teacher Awards Banquet
There is a lack of parental involvement. That can lead to poor academic achievement	Conduct parental involvement opportunities. We will conduct family night, encourage parents to attend Title I events and meetings, Data conferences, Academic night, 2 parent/teacher conferences.	Principal, teachers	Staff
Parents lack of understanding about the FSA and the new standards	Conduct a workshop on the FSA and the new Florida Standards. Provide parents with hardcopy FSA material and links to access information via the internet	Administration and ESOL coordinator	Staff
Conducting data chats consistently with fidelity is a barrier due to the new staff and size of the staff.	Professional Development in the area of data and how to conduct a data chat and how to use the data effectively.	Administration and literature coordinator	Substitute teachers for coverage

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9. Student Achievement Outcomes

Provide a description of specific student achievement outcomes to be achieved:

The information below is a data projection of the student achievement for Alpha International academy. With the new programs, supplemental material, new teachers, more rigorous curriculum and the extra hour of instructional reading Alpha is very confident with the projections. The only area of concern is the lowest 25% due to the student population Alpha was not assessed a score for the 2015-2016 school year

Projected Student outcomes 2016-2017

Projected – 2016-2017	ELA	Math	Science	Learning Gains ELA	Learning gains Math	Learning gains Lowest 25% ELA	Learning gains lowest 25% Math
All Levels	42	14	*	55	55	70	70
3rd Grade	40	40	*	*	*	*	*
4th Grade	40	40	*	55	55	*	*
5th Grade	45	45	30	55	55	*	*

Projected Student outcomes 2016-2017 iReady

Projected – 2016-2017	% on Grade Level Reading	% on Grade Level Math	Learning Gains iReady	Learning gains Math iReady
All Levels	45		33	70
Kindergarten	50	40	70	70
1 st Grade	40	30	70	70
2 nd Grade	45	30	70	70



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Parent Involvement Action Plan

Strategies and Activities to Increase Parent Participation – State the strategies and activities for parents to be implemented that logically support this goal. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What research-based practices must staff utilize to support parents?).

Parent Involvement Goal: *Based on the analysis of the parent involvement data, identify and define an area in need of improvement.*
 Based on the schools previous level of parental involvement Alpha International Academy has scheduled more parental opportunities that allow parents to be involved in their child’s education and allow them give Title I input.
 The following is a comprehensive Parent Involvement plan that includes the regular meetings such as Open House. In addition to Open House the school will provide parents with an opportunity to attend educational and fun activities that showcase student’s accomplishments and talents.

<p>2015-2016 Current Level of Parent Involvement: <i>Indicate percent of parents who participated in parent involvement activities. Include the number of parents the percentage represents [i.e., 32% (384)]</i></p> <p style="text-align: center;">24% of 93 = 22 parents</p>	<p>2016-2017 Expected Level of Parent Involvement: <i>Indicate percent of parents who are expected to participate in parent involvement activities for the upcoming year. Include the number of parents the percentage represents [i.e., 40% (480)]</i></p> <p style="text-align: center;">40% of 78 = 31 parents</p>
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Activity	Strategies and Activities to increase student Achievement <i>(explanation of how this activity strengthens/impacts the school parental involvement efforts on student learning)</i>	Start – End Date	Evaluation Tool <i>(questionnaires, sign-in forms, evaluation of meeting, etc.)</i>	Person or Position Responsible for Coordinating/Monitoring	Amount/Funding Source
The Alpha Meeting The “First” Meeting	This meeting takes place prior to the beginning of school. It informs the parents/students about the school, curriculum, policies, procedures, volunteer opportunities and parents are given a parent handbook ELL: All information and notification will be translated in the parent’s home language	Fall 2016 Winter 2016	Agenda and sign-in sheet	Administration	Title I

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Open House	Provides parents an opportunity to meet their child's teacher. Teachers present an overview of the curriculum, policies and procedures ELL: All information and notification will be translated in the parent's home language	Fall 2016 – Winter 2016	Agenda and sign-in	Administration and teachers	PTA
Family Night/Title I	School review Title I information. Reviews student agenda, Title I opportunities. Present parents with FSA information ELL: All information and notification will translated in the parent's home language	Fall 2016- Winter 2017	Agenda and sign-in	Administration	Title I
Data Night	Provide parents with the most recent achievement data for their child. IReady, STAR, FSA. Educating the parent about their child's achievement level and the plan for them to meet grade level or maintain grade level achievement. ELL: All information and notification will be translated in the parent's home language	Fall 2016- Winter 2017	Agenda and sign-in	Administration and Testing coordinator	Title I
Dive into Reading	Members of the community, parents and	Fall 2016- Spring 2017	Agenda and sign-in	Administration and Reading Liaison	Title I

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	<p>stakeholders. Will read to the children. Fostering a school wide and community culture of reading.</p> <p>ELL: All information and notification will be translated in the parent’s home language</p>				
Hispanic Heritage Performance	<p>Students will learn about National Hispanic Heritage Month During Social Studies. At the end of the month student will perform what they learned at a morning assembly. Parents will be invited to the assembly</p> <p>ELL: All information and notification will be translated in the parent’s home language</p>	Fall 2016- Winter 2017	Agenda and sign-in	Administration and Literacy Cord.	N/A
Black History Month	<p>During the month of February student will learn about various people in black history. They will complete a project on historical figure in black history and present it in class. Parents will be invited to the presentations.</p> <p>ELL: All information and notification will be translated in the parent’s home language</p>	Fall 2016- Spring 2017	Agenda and sign-in	Literacy Cord.	N/A

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Awards Ceremonies	<p>Parents will be invited to an honor roll ceremony each quarter. Various awards will be presented – Principals Honor Roll, A/B Honor Roll, and Accelerated Reader Awards. In addition to the end of the quarter ceremonies Parents will be invited the End of the year Promotion/Awards Ceremony/ for Kindergarten and 5th grade.</p> <p>ELL: All information and notification will be translated in the parent’s home language</p>	Fall 2016- Spring 2017	Agenda and sign-in	Administration	N/A
Parent Conferences	<p>Teachers are required to schedule two parent conferences per school year with parents</p> <p>ELL: All information and notification will be translated in the parent’s home language</p>	Fall 2016- Spring 2017	Agenda and sign-in	Administration	N/A
Title I Resources	<p>Parents are notified about District Title I Resources – The resource center, Parent training academy, Health and Wellness Fair and The Annual Parent Seminar</p>	Fall 2016- Spring 2017	Agenda and sign-in	Title I Liaison	Title I

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	ELL: All information will translated in the parent’s home language				
ESOL	<p>Parents are notified about ESOL meetings and trainings and they are provided with the link to the website and they are informed about new program called Insync</p> <p>The new, standards-aligned, web-based program gives parents targeted activities to help their children master critical concepts in the classroom.</p> <p>All information and notification will be translated in the parent’s home language</p>	Fall 2016-Spring 2017	Agenda and sign-in	ESOL Cord.	N/A
ESE	<p>Parents are notified about ESE Resources. The district provides workshop each semester for parents that can be found on their website. They can attend Family Fun Night, Active Parenting Pre K (1), or they can attend meetings via a Webinar.</p>	Fall 2016-Spring 2017	Agenda and sign-in	ESE Cord.	N/A

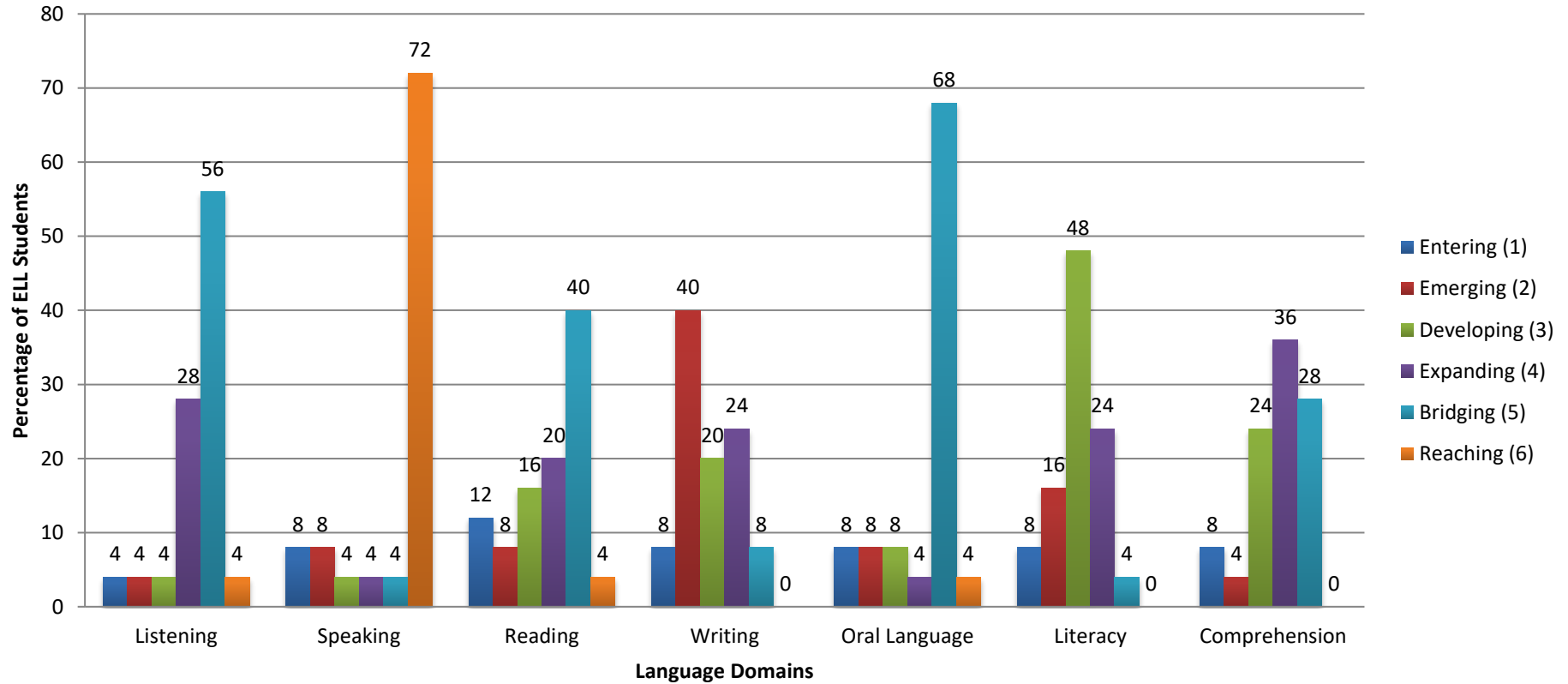
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English Language Learners (ELLs) Action Plan

Student Strategies and Activities – State the strategies and activities for students to be implemented that logically support your goal. Identify whether the strategies or activities are implemented before school, during school or after school. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What instructional practices must staff utilize to support the literacy achievement of all students?).

Refer to ACCESS for ELLs 2.0 on the WIDA-AMS Frequency Reports to gather the necessary data to develop an Action Plan.												
Domain	Entering (1)		Emerging (2)		Developing (3)		Expanding (4)		Bridging (5)		Reaching (6)	
	# of Students	% of tested	# of Students	% of tested	# of Students	% of tested	# of Students	% of Tested	# of Students	% of Tested	# of Students	% of Tested
Listening	2	8%	1	4%	1	4%	6	23%	14	54%	1	4%
Speaking	2	8%	3	12%	1	4%	1	4%	1	4%	16	62%
Reading	4	15%	1	4%	4	15%	5	19%	10	38%	1	4%
Writing	3	12%	10	38%	4	15%	6	23%	1	4%	0	0%
Oral Language	2	8%	2	8%	2	8%	1	4%	17	65%	0	0%
Literacy	3	12%	4	15%	11	42%	6	23%	1	4%	0	0%
Comprehension	3	12%	1	4%	4	15%	8	31%	8	31%	0	0%
: At least 50% of ELL students will make academic gains and progress from one level to the next on the WIDA ACCESS Assessment. To increase the percentage of ELL achieving the full English language proficient level.												

WIDA ACCESS SCORES 2015-2016 25 Students tested



Strategies and Activities to increase Student Achievement (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)	Target Group	Goal Domain (Listening and Speaking, Reading, Oral Language, Literacy, Comprehension, Writing)	Start-End Date	Select Applicable Option (i.e. Before, During, After School Hours)	Evaluation Tool (i.e. Chapter Tests; Portfolios, teacher-developed performance tasks, other formative assessments, etc.)	Person or Position Responsible for Monitoring
Heritage language dictionaries will be provided:	Beginning: Low Intermediate;	Reading, writing,	8/2016- 6/2017	Before, During and Afterschool	Access Formative assessments	ESOL CONTACT

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Students will have access to heritage dictionaries	High Intermediate	speaking and listening			Chapter test	
Professional development: Teachers will receive training on how to instruct Students. The will be accomplished through on-site training by the ESOL contact.	Beginning: Low Intermediate; High Intermediate	Reading, writing, speaking and listening	8/2016-6/2017	Before, During and Afterschool	Formative assessments Chapter test	ESOL CONTACT
Extended Learning Opportunity: January 2017 – April 2017 students will have access to afterschool academics in preparation for the FSA	Beginning: Low Intermediate; High Intermediate	Reading, writing, speaking and listening	01/2017 – 6/2017	Afterschool	Formative assessment, Chapter test Access	Administration and ESOL Contact

In addition to the above the strategies the following activities occur.

All K-5 classrooms are expected to use the Journey’s Houghton Mifflin as core reading program. Nevertheless, there are special adopted materials, Phonics for Reading and I-Ready that are used to assist ELL learning English and other materials in content subject areas so they can meet the individual academic goals

- to differentiate lesson plans by tiered questions, assignments, and assessments according to the levels of English language proficiency;
- use PMP to guide instruction of ELL; to support ELL acquisition of academic English vocabulary
- Implement effective small group instruction
- Through listening to passages read aloud while following print, not only familiarizes students with appropriate reading rates, but also allows them to hear models of reading prosody. Hearing the sounds and expressions used in reading English text may alert English language learners to intonation patterns that may differ from those of their home language.

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- Literacy rich environments display words and print everywhere, provide opportunities and tools that engage students in reading and writing activities, and celebrate students' reading and writing efforts. Each classroom has an extensive collection of reading materials with a wide range of high-interest fiction and non-fiction books at developmentally appropriate reading levels which motivates and supports reading and writing. The classroom design will support whole group, small group and individual instruction.

Alpha International Academy 2016 -2017 Action Plan	
This action plan was designed for the students performing below level at Alpha International Academy.	
<p>-Phonological Awareness</p> <p>-Phonics</p> <p>-High Frequency Words</p>	<p>-Provide additional work on English phonemes that are not present in the students' native language. If students are literate in their native language, focus on differences between that language and English, with less attention given to elements that will transfer.</p> <p>-Provide extensive experiences with fun and appealing songs, poems, chants, and read- alouds that will allow them to hear and reproduce the sound patterns of English.</p> <p>-Journey's and I-ready systematic phonics instruction that has a print-rich environment and provides exposure to appealing reading materials in varied genres.</p> <p>- Explicitly point out different letter combinations that have the same sound, and provide extra practice with them</p> <ul style="list-style-type: none"> • Language games and word walls • Songs and poems • Using rhythm and repetition • Activating prior knowledge, • Scaffolding instruction • Pairing students in cooperative learning situations, • Focusing on roots, prefixes, and suffixes. • Extended time, • Hands on • Small group • Context clues,

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	<ul style="list-style-type: none"> • checked often for understanding
<p>Alpha International Academy 2016 -2017 Action Plan</p>	
<p>Vocabulary</p>	<ul style="list-style-type: none"> • Provide extra practice in reading words, sentences, and stories. • Use cognate words in the native language as synonyms when teaching vocabulary. Identify and clarify difficult words and passages. • Consolidate knowledge of the text through the use of summaries. • Find appropriate ways to use the native language. <p>Explicitly teach during small group instruction:</p> <ul style="list-style-type: none"> -Words that are crucial for understanding a text; -Words that are encountered in a wide variety of contexts; -Frequently used words that contain word parts (roots, prefixes, suffixes) that can help students analyze other unknown words; -Words with multiple meanings, whether spelled differently (homophones such as <i>to</i>, <i>two</i>, and <i>too</i>) or spelled the same (such as a dining room <i>table</i> and a multiplication <i>table</i>); -Figurative language and idiomatic expressions; academic words that indicate relationships among other words (such as <i>because</i>, <i>therefore</i>, and <i>since</i> to indicate cause and effect).

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<p>Comprehension: Literature and Informational Text</p>	<p>Teachers here at Alpha will support students who struggle with reading comprehension, has weak phonemic awareness and decoding skills. Build phonemic awareness, decoding, and fluency skills to strengthen reading comprehension.</p> <p>Teachers will also :</p> <ul style="list-style-type: none"> • Comparing and Contrasting • Making Predictions • Drawing Conclusions and Making Inferences • Recognizing Cause and Effect • Understanding Sequence • Understanding Main Idea and Details <p>Provide as much nonverbal support for reading comprehension as possible, including pictures, diagrams, real objects, gestures, acting, and graphic organizers.</p> <p>Explicitly teach comprehension strategies, such as reader-generated questions, summarizing, and monitoring comprehension.</p> <p>Plan interactive activities around reading and interpreting texts. Sharing ideas, comparing perspectives, and coming to agreement (or agreeing to disagree)</p>

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Exceptional Student Education (ESE) Action Plan

Student Strategies and Activities – In addition to the Literacy School Improvement Plan, state the strategies and activities for students with disabilities (SWD) to be implemented that logically support this goal. Indicate the level of proficiency for SWD. Select the strategies or activities and indicate the time of implementation; before school, during school or after school. Each of the strategies or activities in the ESE plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What instructional practices and accommodations must staff utilize to support the literacy achievement of all students?).

Exceptional Student Education (SWD) Reading Goal: By 2017 students will increase on the FSA by 14%						
Include data for Proficient students with disabilities (SWD) for Reading (i.e., FSA Reading, DAR, FAIR, BAT/BAS/BAFS/BSA):			Include data for Non-proficient students with disabilities (SWD) for Reading (i.e. FSA Reading, DAR, FAIR, BAT/BAS/BAFS/BSA):			
2016 Current Level of Performance The school does not have AMO Data However the overall school achievement level was 16%	2017 Expected Level of Performance 30%	2016 Current Level of Performance The school does not have AMO Data However the overall school achievement level was 16%	2017 Expected Level of Performance 30%			
Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading performance target for SWD for the following years:						
Baseline Data 2013-14 N/A	2014-15 N/A	2015-16 N/A	2016-17 30%	2017-18 35%	2018-19 40%	2019-20 45%
Strategies and Activities to increase SWD Achievement in Reading (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)	Start-End Date	Select Applicable Option (i.e. Before, During, After School Hours)	Evaluation Tool (i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)	Person or Position Responsible for Monitoring	Amount/Funding Source	
ESE Professional development: Teachers will receive training on how to instruct ESE Students. This will be accomplished through on-site training by the ESE coordinator during pre-	8/2016 – 5/2017	Before, During and Afterschool	Formative assessment, Chapter test	ESE Specialist		

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planning week and on a quarterly basis.					
The student's teachers will implement accommodations according to the child's IEP. The teacher will be provided with the student's IEP at a glance and meet with the teacher to discuss the student's achievement.	8/2016- 6/2017	During school	Weekly assessment, formative assessment, Progress monitoring	Administration and ESE Specialist	
The ESE teacher will meet with the students in a small group and provide phonics instruction. The small group setting will allow the students to receive the necessary intensive instruction. The Phonics for Reading program will be used to deliver Reading interventions to students with disabilities	8/2016- 6/2017	During school	Weekly assessment, formative assessment, Progress monitoring	Administration and ESE Specialist	
Teachers will include activities that support ESE students' IEP goals during classroom small group intervention blocks. Teacher data binders will include goal monitoring data sheets to facilitate ongoing planning. The ESE Specialist/Teacher will collaborate with teachers regarding student needs in addition to push in small group assistance.	8/2016- 6/2017	During school	Weekly assessment, formative assessment, Progress monitoring	Administration and ESE Specialist	

Due to being in the lowest 300 we are required to provide an extended hour of school. The extended hour is used for reading intervention for all grades from 2:00 p.m. – 3:00 p.m. and includes all ESE students

Reading Deficiencies

Deficiency: Alpha international Academy used iReady data to determine students in grades 3-5 achievement level. The 2015 data indicated that 57% of students in 3rd grade, 25% of students in 4th grade and 62% of students in 5th grade are on grade level. They are having difficulty in phonics, high frequency words, vocabulary, and comprehension: literature and comprehension: informational text.

Plan: The instructional reading block in the morning will consist of 2 hours 10 minutes and 1 hour in the afternoon.

- A. Reading instruction is administered for 2 hours 10 minutes in the morning and 1 hour in the afternoon. The morning reading block consist of whole group instruction, small group, differentiated instruction, centers, independent reading and iReady.
- B. The afternoon reading block consist of Phonics for Reading. Students are given an assessment placed in groups according to their phonics level.
- C. Trained teacher assistants will provide push-in and pull-out tier II and tier III students. The push-in will allow students to receive the individual or small group instruction they need without having to leave the classroom. The pull-out instruction gives the

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student an opportunity to receive instruction in the area(s) they are having difficulty, they may receive small group or individual intervention.

- D. IReady is our PMP as well an additional supplemental reading program. Students will complete 45 minutes (on level), 60 minutes (1 grade level below) or 90 minutes (2 grade levels below) of iReady per week.
- E. All teachers are required to develop an Instructional Focus Calendar
- F. Teachers will continue to follow the districts K-12 Comprehensive Reading Plan.
- G. All teachers will receive professional development in differentiated learning and unwrapping the Florida Standards.
- H. The principal will monitor implementation of the school wide plan through classroom walkthroughs and classroom observations.

Person Responsible: Teachers, Literacy coach, Administration

Resources: Florida, Journeys Common Core, Houghton Mifflin Harcourt,

SIRP: Leveled Literacy Intervention, Houghton Mifflin Harcourt; Ready Curriculum associates; Phonics, Curriculum Associates

Assessments: iReady, STAR

Progress Monitoring: iReady

Timeline: September 2016 – June 2016

In Addition to the extended hour ESE students receive additional IReady assignment to complete at home and they are invited to attend the extended learning opportunity.

<p>1. IReady is our PMP as well an additional supplemental reading program. Students will complete 45 minutes (on level), 60 minutes (1 grade level below) or 90 minutes (2 grade levels below) of iReady per week. Teachers routinely self-reflect and collaborate with one another on instructional practices and student progress. Teachers can develop possible suggestions about factors that affect students' learning and ways to improve instruction to help all students achieve. Teachers will plan to create clear learning goals and scales aligned to the Florida Common core standards. This will allow students to track their own progress and celebrate success.</p>	<p>8/2016-6/2017</p>	<p>Before School, During school, Afterschool</p>	<p>iReady</p>	<p>Administration</p>	<p>N/A</p>
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<p>Extended Learning Opportunity will be provided in January 2017 – April 2017 students will have access to afterschool academics in preparation for the FSA. This will be provided certified HQT. Students who performed below grade level on the FSA in 2015-2016, students who are currently performing below grade level according to iReady and or BSA will be identified and recommended for ELO. IReady will be used to monitor students' progress. Teachers will provide intensive instruction in reading using CPALMS, FCRR and Read Works that is currently aligned to our current Reading Language Arts Standards. The ELO materials will address all five deficiency areas (phonemic awareness, phonics, fluency, vocabulary and comprehension). The Literacy coordinator, Testing coordinator and the principal will be responsible for monitoring the ELO program. Teachers will observed daily via CWT and weekly observations.</p>	<p>8/2016-6/2017</p>	<p>Afterschool</p>	<p>iReady</p>	<p>Administration, Literature coordinator, Testing coordinator</p>	<p>Title I</p>
<p>Our comprehensive Journey's reading program is used to help guide both initial and differentiated instruction in the regular classroom. It supports instruction in the broad range of reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension) required to become a skilled reader. It contains teacher's manuals with explicit lesson plans, and provides reading and practice materials for students. A goal for primary students K-2 is to help young readers meet the demands of the standard. Teachers will effectively promote comprehension skills in emergent readers and provide rigorous instruction on every ELA</p>	<p>8/2016-6/2017</p>	<p>Afterschool</p>	<p>iReady</p>	<p>Administration, Literature coordinator, Testing coordinator</p>	<p>Title I</p>

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<p>standard in a developmentally and age appropriate way. The student instruction book that the Ready program provides is one of the materials that is used to teach the standards and build reading comprehension skills through teacher-led, read-aloud experiences using rich, authentic text. Students learn key components of each standard and practice applying each skill through drawing, writing, and other activities that encourage them to use text-based evidence from the read-alouds. The Ready program is an additional resource that also provides teacher resource book to support teachers with professional development right when they need it and while they're teaching a standard. The vigorous Teacher Resource Book delivers guidance, along with easy-to-understand, step-by-step lesson support to help teachers learn how to teach the reading/language arts standards most proficiently.</p>					
<p>A goal for grade 3-5 is to ensure students have access to complex text that meet the standard's expectations. Teacher will be able to deliver the instruction required to meet higher expectations and teach students to become independent, critical thinkers. The ready program provides teachers with a student assessment book, which contains full-length assessment practice books. These materials provide students with multiple opportunities to practice. There are questions that require the application of higher-order thinking skills to ensure students are prepared for the more rigorous standards. The Ready program also provides an online Teacher Toolbox that gives teachers a wealth of easy-to-use online instructional resources to help address the needs of all learners and differentiated instruction. The teacher has immediate access to detailed lesson plans and digital tutorials for students performing below, on, or above grade level.</p>	<p>8/2016-6/2017</p>	<p>Afterschool</p>	<p>iReady</p>	<p>Administration, Literature coordinator, Testing coordinator</p>	<p>Title I</p>

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<p>2. . Literacy is used amongst all content areas here at Alpha. Students are constantly engaging in reading, writing, speaking, and listening during mathematics, science and social studies instruction and curriculum. Although most primary sources such as our textbooks are used, secondary sources and materials such as Time magazine and Scholastic, are used in social studies with journal articles, research papers and in math and science with data tables, charts, and/or graphs. Both types of writing Informational and argumentative writing, is often included and taken place in social studies and science curriculum. During math instruction, all mathematics teachers are trained to teach their students to read and interpret mathematical sentences with equations and inequalities. Students are taught how to use language and words to focus and work through problems, communicate and organize ideas and structured arguments logically and clearly, while expanding their thinking and knowledge by incorporating prior knowledge and personal experiences.</p>	<p>8/2016-6/2017</p>	<p>Afterschool</p>	<p>iReady</p>	<p>Administration, Literature coordinator, Testing coordinator</p>	<p>Title I</p>
	<p>8/2016-6/2017</p>	<p>Afterschool</p>	<p>iReady</p>	<p>Administration, Literature coordinator, Testing coordinator</p>	<p>Title I</p>

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The following is used to assist in student achievement for SWD:

Alpha International Academy 2016 -2017 Action Plan	
This action plan was designed for the students performing below level at Alpha International Academy.	
Phonics	<p>Teachers here at Alpha will support students who struggle with reading comprehension from weak phonemic awareness and decoding skills. Build phonemic awareness, decoding, and fluency skills to strengthen reading comprehension. Systematic, explicit instruction builds confidence and motivation through our Phonics workbooks that are specifically designed to appeal to older students.</p> <ul style="list-style-type: none"> • First Level—30 teacher-directed lessons— focuses on short vowels, consonants, consonant blends, and digraphs • Second Level—32 teacher-directed lessons— progresses with vowel combinations, r-controlled vowel sounds, common endings, and CVCe words • Third Level—36 teacher-directed lessons— expands concepts with vowel/letter combinations, common prefixes and suffixes, minor consonant sounds for c and g, and minor vowel sound combination. • ESE/ELL support includes activating prior knowledge, scaffolding instruction, pairing students in cooperative learning situations, and focusing on roots, prefixes, and suffixes. Also will be given extended time, hands on ,small group, context clues , and checked often for understanding
High Frequency Words	<p>For the small percentage of students that need help in this category teacher will teach words in a meaningful context, using authentic literature. Teach only a few words per reading selection. Relate each word to students' prior knowledge. Expose students to the word in a variety of contexts.</p> <ul style="list-style-type: none"> • Have students create rebus sentences, using high-frequency words such as <i>the</i>, <i>is</i>, and <i>in</i>. • Write high-frequency words on cards. Have students form sentences using a pocket chart. • Have students keep lists of words they can read and write. When they have trouble with a word, they can refer to their notebooks. • Point out similarities between new words and those students can already decode

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	<ul style="list-style-type: none"> ESE/ELL support includes activating prior knowledge, scaffolding instruction, pairing students in cooperative learning situations, and focusing on roots, prefixes, and suffixes. Also will be given extended time, hands on ,small group, context clues , and checked often for understanding
Phonological Awareness	<p>For the small percentage of students that need help in this category teacher will support students who struggle with reading comprehension from weak phonemic awareness and decoding skills. Build phonemic awareness, decoding, and fluency skills to strengthen reading comprehension. Systematic, explicit instruction builds confidence and motivation through our Phonics workbooks that are specifically designed to appeal to older students.</p> <ul style="list-style-type: none"> ESE/ELL support includes activating prior knowledge, scaffolding instruction, pairing students in cooperative learning situations, and focusing on roots, prefixes, and suffixes. Also will be given extended time, hands on ,small group, context clues , and checked often for understanding

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<p>Vocabulary</p>	<p>Teachers will provide the whole class or small groups with engaging instruction and practice in vocabulary. Group each word with other related words. Have students use the word to express their own ideas and experiences.</p> <ul style="list-style-type: none"> • Students learn a skill or concept through highly interactive, scaffold, explicit instruction • All lessons have an engaging, consistent lesson structure • Students practice what they’ve learned and receive corrective feedback to reinforce understanding • Reinforce concepts through small group instruction and give students additional practice opportunities to develop conceptual understanding. • ESE/ELL support includes activating prior knowledge, scaffolding instruction, pairing students in cooperative learning situations, and focusing on roots, prefixes, and suffixes. Also will be given extended time, hands on ,small group, context clues , and checked often for understanding
<p>Comprehension: Informational Text</p>	<p>Teachers will target on students instruction on the essential reading comprehension strategies using scaffolding, give students the resources they need for direct and explicit instruction in comprehension informational skills.</p> <ul style="list-style-type: none"> • Explicit instruction and practice in a carefully structured format that fully supports students • Gradual release of responsibility and practice with short pieces of text builds students' confidence • Multiple definitions and examples of each strategy within each lesson continually reinforce understanding • ESE/ELL support includes activating prior knowledge, scaffolding instruction, pairing students in cooperative learning situations, and focusing on roots, prefixes, and suffixes. Also will be given extended time, hands on ,small group, context clues , and checked often for understanding

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<p>Comprehension: Literature</p>	<p>Teachers here at Alpha will support students who struggle with reading comprehension from weak phonemic awareness and decoding skills. Build phonemic awareness, decoding, and fluency skills to strengthen reading comprehension. Teachers will also :</p> <ul style="list-style-type: none"> • Comparing and Contrasting • Making Predictions • Drawing Conclusions and Making Inferences • Recognizing Cause and Effect • Understanding Sequence • Understanding Main Idea and Details <ul style="list-style-type: none"> • ESE/ELL support includes activating prior knowledge, scaffolding instruction, pairing students in cooperative learning situations, and focusing on roots, prefixes, and suffixes. Also will be given extended time, hands on ,small group, context clues , and checked often for understanding
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Exceptional Student Education (SWD) Math Goal: By 2017 10% of the students will show learning gains on the FSA.

<p>Include data for Proficient students with disabilities (SWD) for Math (i.e., FSA Math, BAT/BAS/BAFS/BSA, CMAT, Key Math, TOMA):</p>		<p>Include data for Non-proficient students with disabilities (SWD) for Math (i.e., FSA Math, BAT/BAS/BAFS/BSA, CMAT, Key Math, TOMA):</p>	
<p>2016 Current Level of Performance</p> <p>The school does not have AMO Data However the overall school achievement level was 14%</p>	<p>2017 Expected Level of Performance</p> <p>30%</p>	<p>2016 Current Level of Performance</p> <p>The school does not have AMO Data However the overall school achievement level was 14%</p>	<p>2017 Expected Level of Performance</p> <p>30%</p>

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify math performance target for SWD for the following years:

Baseline Data 2013-14 N/A	2014-15 N/A	2015-16 N/A	2016-17 30%	2017-18 35%	2018-19 40%	2019-20 45%
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2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Strategies and Activities to increase SWD Achievement in Math <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	Start-End Date	Select Applicable Option <i>(i.e. Before, During, After School Hours)</i>	Evaluation Tool <i>(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	Person or Position Responsible for Monitoring	Amount/Funding Source
ESE Professional development: Teachers will receive training on how to instruct ESE Students. This will be accomplished through on-site training by the ESE coordinator during pre-planning week and on a quarterly basis.	8/2016 – 5/2017	Before, During and Afterschool	Formative assessment, Chapter test	ESE Specialist	
The student’s teachers will implement accommodations according to the child’s IEP. The teacher will be provided with the student’s IEP at a glance and meet with the teacher to discuss the student’s achievement.	8/2016- 6/2017	During school	Weekly assessment, formative assessment, Progress monitoring	Administration and ESE Specialist	
The ESE teacher will meet with the students in a small group and provide instruction using the Ready Math book. The small group setting will allow the students to receive the necessary intensive instruction in math.	8/2016- 6/2017	During school	Weekly assessment, formative assessment, Progress monitoring	Administration and ESE Specialist	
The Moving with Math program will be used to deliver Math interventions to students with disabilities. The ESE Specialist/Teacher will provide small group support within the classroom. A discussion and collaborative planning with the teacher will ensure that instruction is focused on student goals.	8/2016- 6/2017	During school	Weekly assessment, formative assessment, Progress monitoring	Administration and ESE Specialist	

Math deficiency is area of concern all students and that includes ESE students receive 60-90 minutes of instruction

Math Deficiencies

Deficiency: Alpha international Academy used iReady data to determine students in grades K-2 achievement level. The 2015 data indicated that 40% of students in Kindergarten, 50% of students in 1st grade and 20% of students in 2nd grade are on grade level. They are having difficulty with Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry.

Plan: The instructional math block will be from 60 – 90 minutes

A. The instructional block will run between 60-90 minutes

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- B. Students will receive 25 minutes of math drills
- C. In addition to Go Math students will use Ready Math by Curriculum associates
- D. Trained teacher assistants will provide push-in and pull-out to tier II and tier III. The push-in will allow students to receive the individual or small group instruction they need without having to leave the classroom. The pull-out instruction gives the student an opportunity to receive instruction in the area(s) they are having difficulty, they may receive small group or individual intervention.
- E. IReady is our PMP as well an additional supplemental math program. Students will complete 45 minutes (on level), 60 minutes (1 grade level below) or 90 minutes (2 grade levels below) of iReady per week.
- F. All teachers are required to develop an Instructional Focus Calendar
- G. All teachers will receive professional development in differentiated learning and unwrapping the Florida Standards.
- H. The principal will monitor implementation of the school wide plan through classroom walkthroughs and classroom observations.

Person Responsible: Teachers, Administration
 Resources: Go Math, Houghton Mifflin Harcourt,
 SIRP: Ready Math Curriculum associates;
 Assessments: iReady
 Progress Monitoring: iReady
 Timeline: September 2016 – June 2016

Math Deficiencies

Deficiency: Alpha international Academy used iReady data to determine students in grades 3-5 achievement level. The 2015 data indicated that 9% of students in 3rd grade, 42% of students in 4th grade and 46% of students in 5th grade are on grade level. They are having difficulty with Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry.
 Plan: The instructional math block will be from 60 – 90 minutes

IReady is our PMP as well an additional supplemental math program. Students will complete 45 minutes (on level), 60 minutes (1 grade level below) or 90 minutes (2 grade levels below) of iReady per week. Teachers routinely self-reflect and collaborate with one another on instructional practices and student progress. Teachers can develop possible suggestions about factors that affect students' learning and ways to improve instruction to help all students achieve.	8/2016-6/2017	Before School, During school, Afterschool	iReady	Administration	N/A
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<p>Teachers will plan to create clear learning goals and scales aligned to the Florida Common core standards. This will allow students to track their own progress and celebrate success.</p>					
<p>Extended Learning Opportunity will be provided in January 2017 – April 2017 (4x per week) students will have access to afterschool academics in preparation for the FSA. This will be provided certified HQT. Students who performed below grade level on the FSA in 2015-2016, students who are currently performing below grade level according to iReady and or BSA will be identified and recommended for ELO. IReady will be used to monitor students’ progress.</p>	<p>8/2016-6/2017</p>	<p>Afterschool</p>	<p>iReady, Ready</p>	<p>Administration, Math Coach, Testing coordinator</p>	<p>Title I</p>

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Literacy Action Plan

Student Strategies and Activities – State the strategies and activities for students to be implemented that logically support this goal. Select all applicable goals and indicate whether the strategies or activities are before school, during school or after school. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What instructional practices must staff utilize to support the literacy achievement of all students?).

Literacy Goal: 80% of Alpha International Academy’s K-2 nd grade students will meet the promotion criteria by June 2017. 35% of Alpha International Academy’s 3-5 th grade students will score at or above a level 3 on the FSA Reading.						
Include data for Proficient students (i.e., FSA Reading, FAIR, BAT/BAS/BAFS/BSA):			Include data for Non-proficient students (i.e. FSA Reading, FAIR, BAT/BAS/BAFS/BSA):			
2016 Current Level of Performance 16% of the students scored at or above grade level on the FSA Reading	2017 Expected Level of Performance 35% of the students will score at or above a level 3 on the FSA Reading	2016 Current Level of Performance 84% of the students were not proficient on the FSA Reading	2017 Expected Level of Performance Students not meeting proficiency will decrease by 19%			
Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading performance target for the following years:						
Baseline Data 2013-14 N/A	2014-15 29%	2015-16 N/A	2016-17 35%	2017-18 40%	2018-19 45%	2019-20 50%
Strategies and Activities to increase Student Achievement (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)	Start-End Date	Select Applicable Option (i.e. Before, During, After School Hours)	Evaluation Tool (i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)	Person or Position Responsible for Monitoring	Amount/Funding Source	
Reading instruction is administered for 2 hours in the morning. The school will use CCRP Florida, Journeys Common Core. Teachers will provide whole group, small group, centers and differentiated learning. In addition to our comprehensive reading program Journey’s, The Ready Florida English Language Arts is a new program used at Alpha this year. The program	8/2016-6/2017	During school	Florida Journeys, Houghton Mifflin Harcourt iReady	Administration	N/A	

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<p>uses the gradual-release model to ensure students get the modeled and guided instruction they need to build confidence and mastery of the reading/language arts standards. It also provides point-of-use professional development for teachers to help them teach the reading/language arts standard most effectively. All teachers will implement and provide effective teaching instruction aligned to the Florida common core standards through the Gradual Release Model. Teachers will partake in PLC'S (Professional Learning Communities) that will be used as an aid to enhance, improve and differentiate their instructional practices to include supported rigorous based practices during the reading instruction</p>					
<p>Due to the school grade and the school being in the lowest the 300 Alpha International Academy has an extended day of one additional hour. During that hour students will receive intensive reading. The Phonics for Reading program provides word-recognition and spelling instruction, story reading, and independent activities. Each level book contains at least 30 teacher directed lessons.</p> <p>Assessment opportunities include:</p> <ul style="list-style-type: none"> • Placement Tests—Use for placing students within the program or to measure growth at the end of the program or school year. • Checking Up—Ten activities throughout each level offer teacher and students a formal measure of skills. • Fluency Assessment—Teacher Guides for Second and Third Level provide directions for using story passages to assess fluency and activities for 	<p>8/2016-6/2017</p>	<p>During school</p>	<p>Phonics for Reading Curriculum Associates iReady</p>	<p>Administration</p>	<p>N/A</p>

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<p>building fluency.</p> <p>Student Books</p> <ul style="list-style-type: none"> • First Level—30 teacher-directed lessons— focuses on short vowels, consonants, consonant blends, and digraphs • Second Level—32 teacher-directed lessons— progresses with vowel combinations, r-controlled vowel sounds, common endings, and CVCe words • Third Level—36 teacher-directed lessons— expands concepts with vowel/letter combinations, common prefixes and suffixes, minor consonant sounds for c and g, and minor vowel sound combinations <p>The Phonic for reading program provide teacher guides with the following materials:</p> <ul style="list-style-type: none"> • Information about the research based • Lesson objectives and scripting • Word lists • Answer keys • Reproducible IEPs/progress letters • Scope and sequence chart <p>Pre- and post-assessment tools</p> <p>- In addition, teachers will provide intensive instruction in reading using resources provided from CPALMS and FCRR that is currently aligned to our current Reading Language Arts standards and integrated in other curriculum areas such as Science or Social Studies. The extra resources and materials will address all five-deficiency areas (phonemic awareness, phonics, fluency, vocabulary, comprehension: Literature and informational text). During the PLC meetings, data is reviewed from our PMP and trends are discussed. Literacy goals are then revised or made from the challenges and successes that are brought before the</p>					
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<p>team. Teachers will meet during week to plan instruction, analyze data and review intervention strategies. Team leaders will meet monthly with the Principal and report back to their individual teams the planning accomplished and information shared at these meetings. Interventions will be reviewed to determine the effectiveness of the interventions and adjust based upon data.</p>					
<p>The teacher assistant who will provide push-in and pull for grades 3-5 is a retired teacher who taught for 34 years with experience teaching elementary school. The other teacher assistant who has a Masters in Elementary Education will provide push-in for grades K-2. The push-in will allow students to receive the individual and or small group instruction they need without having to leave the classroom. The pull-out instruction gives the student an opportunity to receive instruction in the area(s) they are having difficulty, they may receive small group or individual intervention. The Ready Reading books along with iReady will be used for pull out instruction. Students are pulled out in groups of 2-5 for a duration of 30 minutes.</p>	<p>8/2016-6/2017</p>	<p>During school</p>	<p>iReady</p>	<p>Administration</p>	<p>N/A</p>
<p>3. IReady is our PMP as well an additional supplemental reading program. Students will complete 45 minutes (on level), 60 minutes (1 grade level below) or 90 minutes (2 grade levels below) of iReady per week. Teachers routinely self-reflect and collaborate with one another on instructional practices and student progress. Teachers can develop possible suggestions about factors that affect students' learning and ways to improve instruction to help all students achieve. Teachers will plan to</p>	<p>8/2016-6/2017</p>	<p>Before School, During school, Afterschool</p>	<p>iReady</p>	<p>Administration</p>	<p>N/A</p>

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<p>create clear learning goals and scales aligned to the Florida Common core standards. This will allow students to track their own progress and celebrate success.</p>					
<p>Extended Learning Opportunity will be provided in January 2017 – April 2017 students will have access to afterschool academics in preparation for the FSA. This will be provided certified HQT. Students who performed below grade level on the FSA in 2015-2016, students who are currently performing below grade level according to iReady and or BSA will be identified and recommended for ELO. IReady will be used to monitor students’ progress. Teachers will provide intensive instruction in reading using CPALMS, FCRR and Read Works that is currently aligned to our current Reading Language Arts Standards. The ELO materials will address all five deficiency areas (phonemic awareness, phonics, fluency, vocabulary and comprehension). The Literacy coordinator, Testing coordinator and the principal will be responsible for monitoring the ELO program. Teachers will observed daily via CWT and weekly observations.</p>	<p>8/2016-6/2017</p>	<p>Afterschool</p>	<p>iReady</p>	<p>Administration, Literature coordinator, Testing coordinator</p>	<p>Title I</p>
<p>Our comprehensive Journey’s reading program is used to help guide both initial and differentiated instruction in the regular classroom. It supports instruction in the broad range of reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension) required to become a skilled reader. It contains teacher’s manuals</p>	<p>8/2016-6/2017</p>	<p>Afterschool</p>	<p>iReady</p>	<p>Administration, Literature coordinator, Testing coordinator</p>	<p>Title I</p>

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<p>with explicit lesson plans, and provides reading and practice materials for students. A goal for primary students K-2 is to help young readers meet the demands of the standard. Teachers will effectively promote comprehension skills in emergent readers and provide rigorous instruction on every ELA standard in a developmentally and age appropriate way. The student instruction book that the Ready program provides is one of the materials that is used to teach the standards and build reading comprehension skills through teacher-led, read-aloud experiences using rich, authentic text. Students learn key components of each standard and practice applying each skill through drawing, writing, and other activities that encourage them to use text-based evidence from the read-alouds. The Ready program is an additional resource that also provides teacher resource book to support teachers with professional development right when they need it and while they're teaching a standard. The vigorous Teacher Resource Book delivers guidance, along with easy-to-understand, step-by-step lesson support to help teachers learn how to teach the reading/language arts standards most proficiently.</p>					
<p>A goal for grade 3-5 is to ensure students have access to complex text that meet the standard's expectations. Teacher will be able to deliver the instruction required to meet higher expectations and teach students to become independent, critical thinkers. The ready program provides teachers with a student assessment book, which contains full-length assessment practice books. These materials provide students with multiple opportunities to practice. There are questions that require the application of higher-order thinking skills to ensure students are prepared for the more rigorous standards. The Ready program also provides an</p>	<p>8/2016-6/2017</p>	<p>Afterschool</p>	<p>iReady</p>	<p>Administration, Literature coordinator, Testing coordinator</p>	<p>Title I</p>

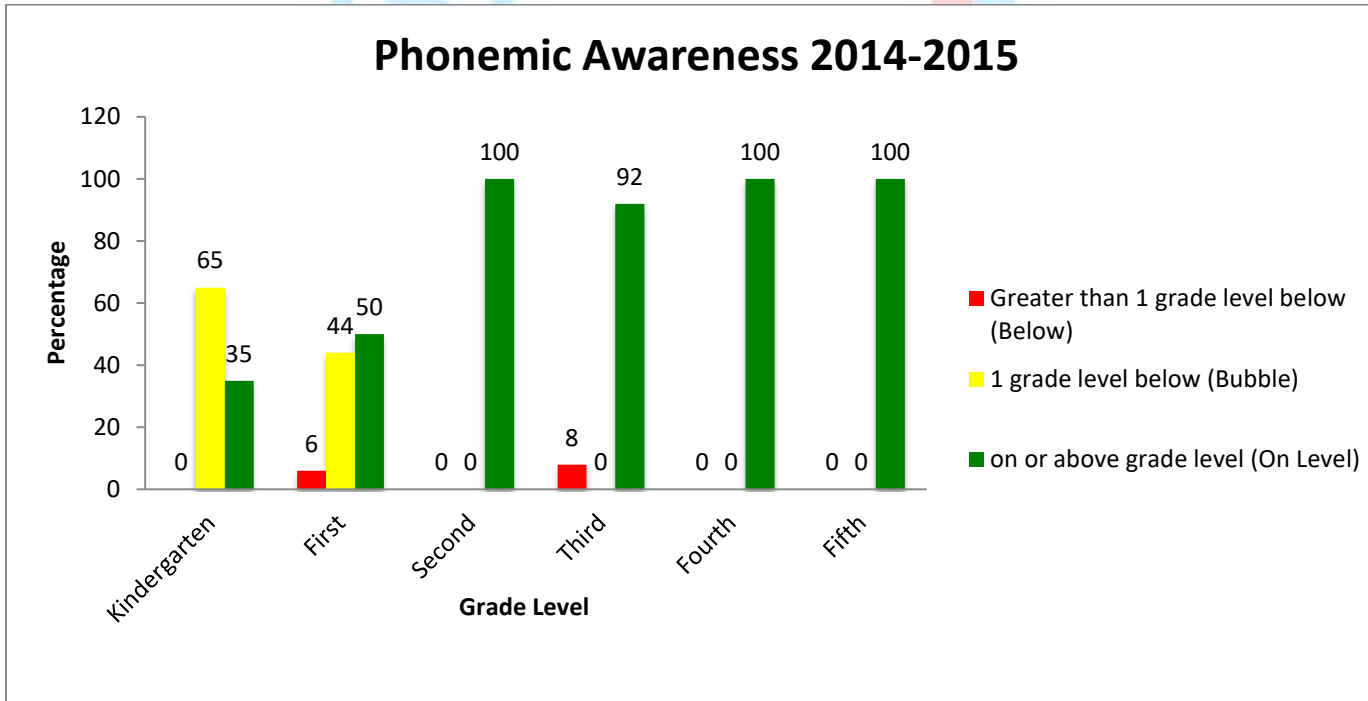
2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>online Teacher Toolbox that gives teachers a wealth of easy-to-use online instructional resources to help address the needs of all learners and differentiated instruction. The teacher has immediate access to detailed lesson plans and digital tutorials for students performing below, on, or above grade level.</p>					
<p>4. . Literacy is used amongst all content areas here at Alpha. Students are constantly engaging in reading, writing, speaking, and listening during mathematics, science and social studies instruction and curriculum. Although most primary sources such as our textbooks are used, secondary sources and materials such as Time magazine and Scholastic, are used in social studies with journal articles, research papers and in math and science with data tables, charts, and/or graphs. Both types of writing Informational and argumentative writing, is often included and taken place in social studies and science curriculum. During math instruction, all mathematics teachers are trained to teach their students to read and interpret mathematical sentences with equations and inequalities. Students are taught how to use language and words to focus and work through problems, communicate and organize ideas and structured arguments logically and clearly, while expanding their thinking and knowledge by incorporating prior knowledge and personal experiences.</p>	<p>8/2016-6/2017</p>	<p>Afterschool</p>	<p>iReady</p>	<p>Administration, Literature coordinator, Testing coordinator</p>	<p>Title I</p>
	<p>8/2016-6/2017</p>	<p>Afterschool</p>	<p>iReady</p>	<p>Administration, Literature coordinator, Testing coordinator</p>	<p>Title I</p>

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Phonemic Awareness 2014-2015

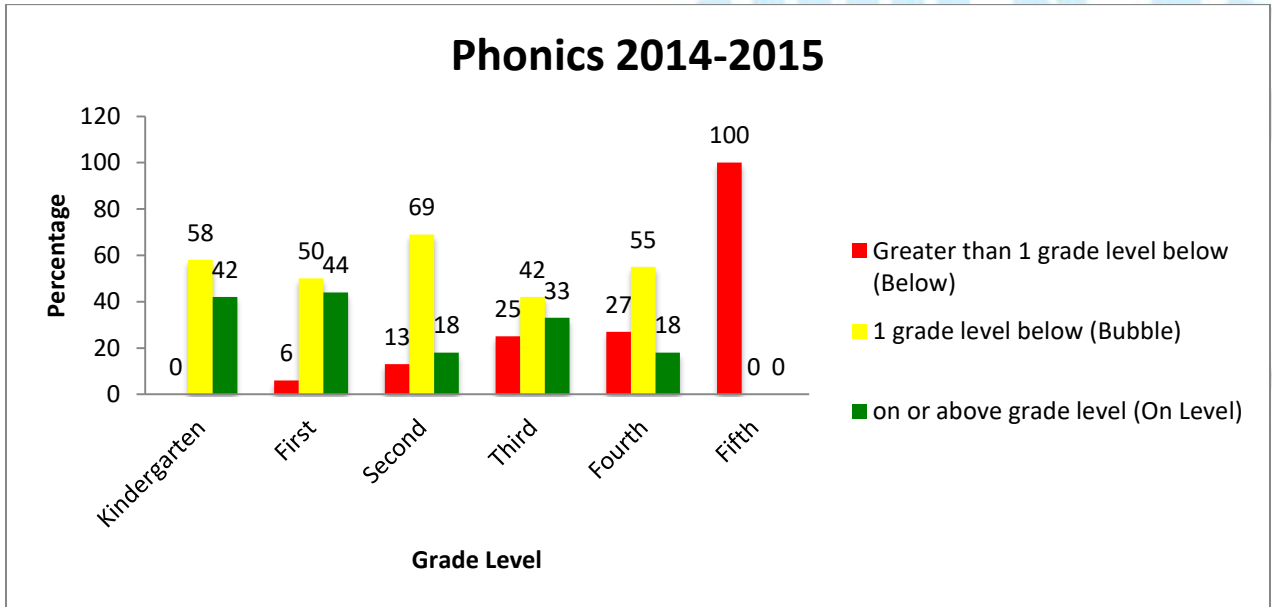
	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)	0	6	0	8	0	0
1 grade level below (Bubble)	65	44	0	0	0	0
on or above grade level (On Level)	35	50	100	92	100	100



Phonics 2014-2015

	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)	0	6	13	25	27	100
1 grade level below (Bubble)	58	50	69	42	55	0
on or above grade level (On Level)	42	44	18	33	18	0

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION



High Frequency Words 2014-2015

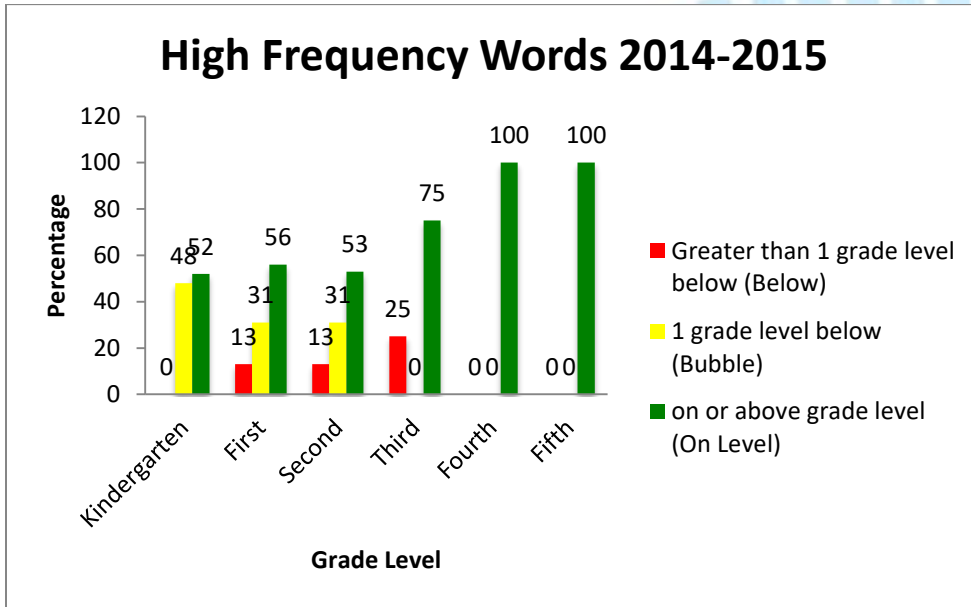
Greater than 1 grade level below (Below)

1 grade level below (Bubble)

on or above grade level (On Level)

	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)	0	13	13	25	0	0
1 grade level below (Bubble)	48	31	31	0	0	0
on or above grade level (On Level)	52	56	53	75	100	100

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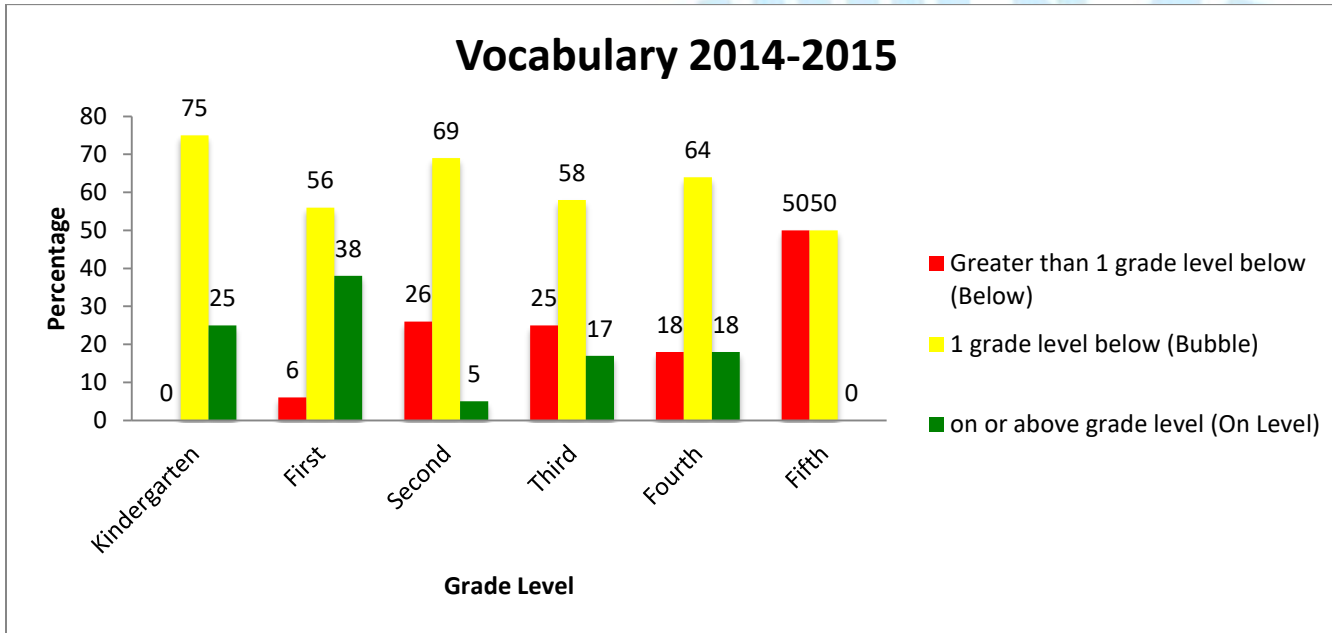


Vocabulary 2014-2015

Greater than 1 grade level below (Below)
 1 grade level below (Bubble)
 on or above grade level (On Level)

	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)	0	6	26	25	18	50
1 grade level below (Bubble)	75	56	69	58	64	50
on or above grade level (On Level)	25	38	5	17	18	0

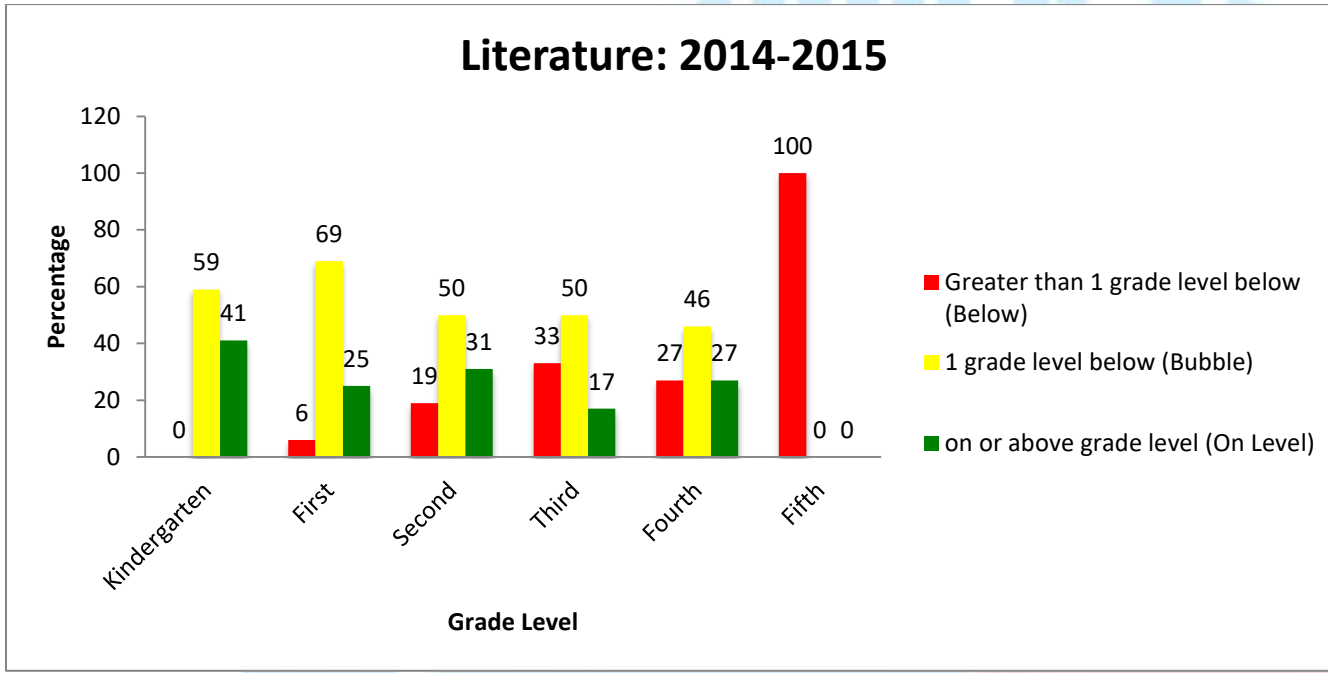
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Literature 2014 - 2015

	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)	0	6	19	33	27	100
1 grade level below (Bubble)	59	69	50	50	46	0
on or above grade level (On Level)	41	25	31	17	27	0

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Informational Text

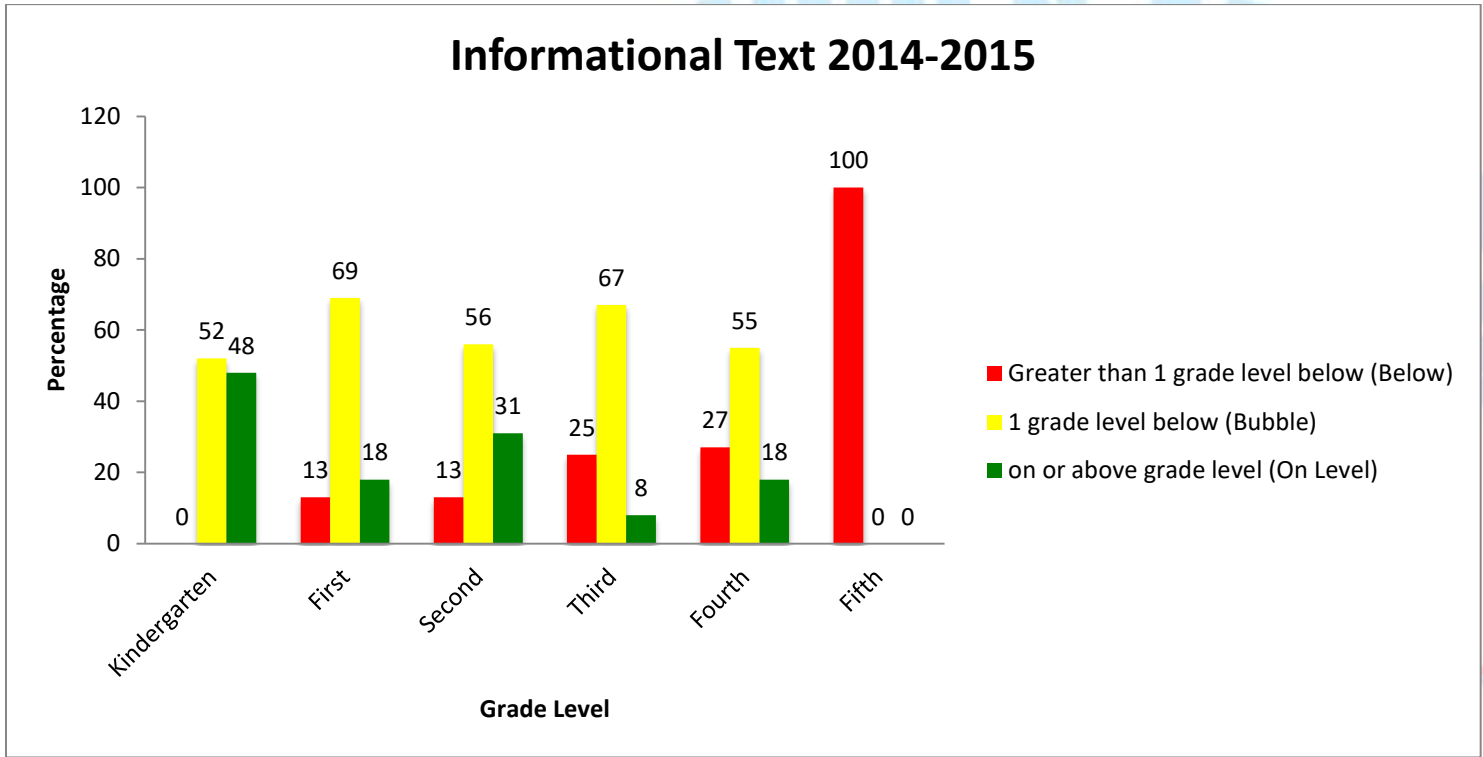
Greater than 1 grade level below (Below)

1 grade level below (Bubble)

on or above grade level (On Level)

	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)	0	13	13	25	27	100
1 grade level below (Bubble)	52	69	56	67	55	0
on or above grade level (On Level)	48	18	31	8	18	0

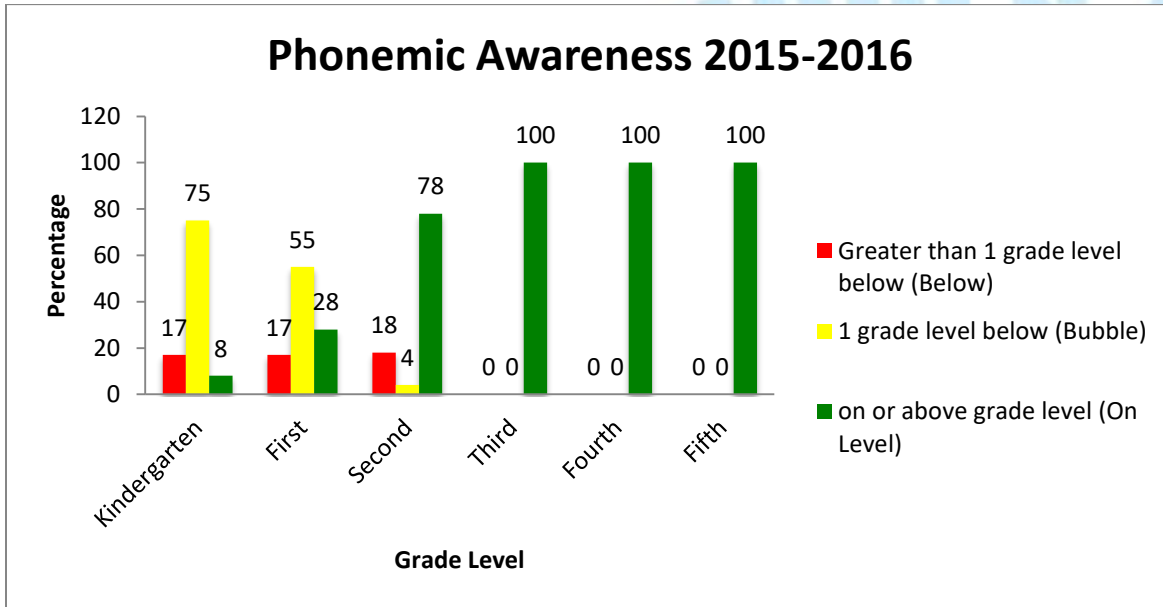
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Phonemic Awareness 2015-2016

	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)	17	17	18	0	0	0
1 grade level below (Bubble)	75	55	4	0	0	0
on or above grade level (On Level)	8	28	78	100	100	100

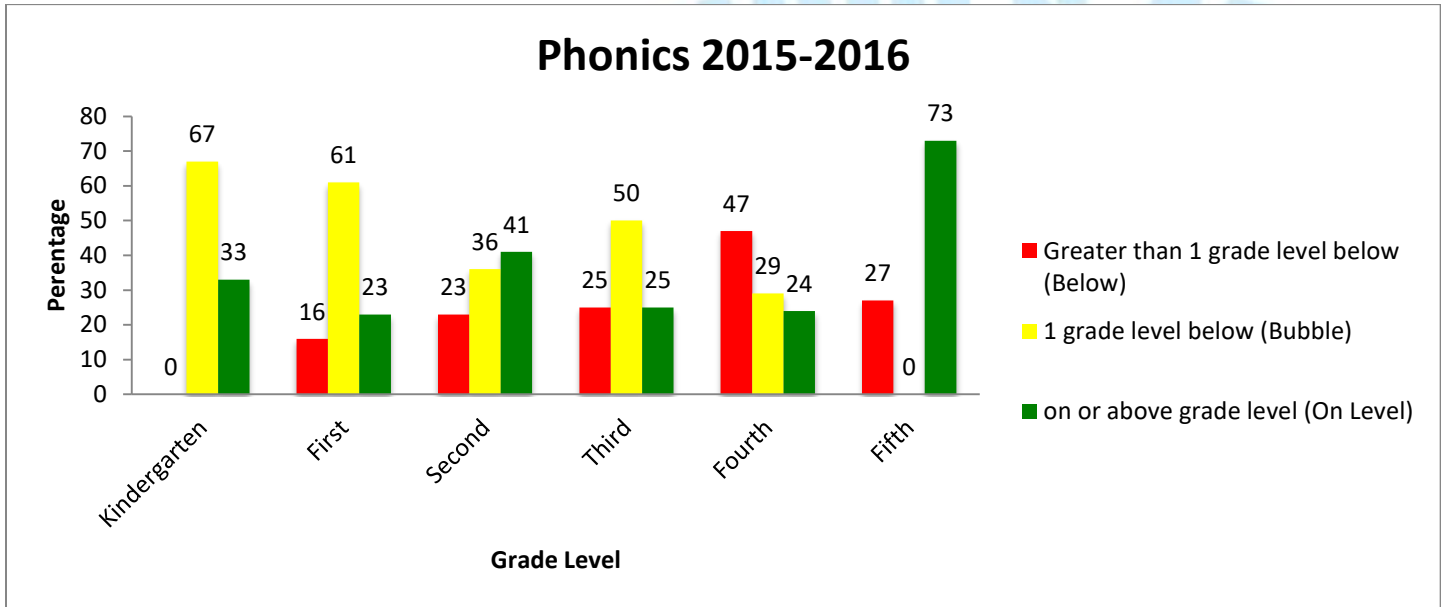
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Phonics 2015-2016

	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)	0	16	23	25	47	27
1 grade level below (Bubble)	67	61	36	50	29	0
on or above grade level (On Level)	33	23	41	25	24	73

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High Frequency Words 2015-2016

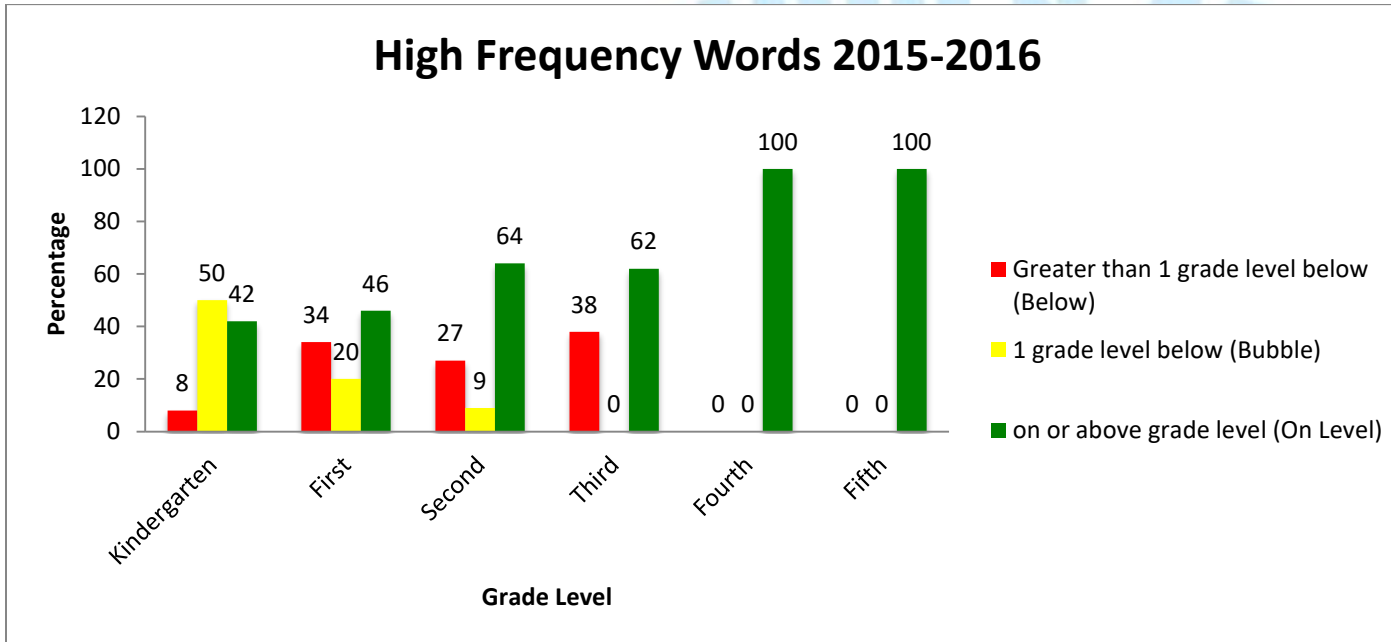
Greater than 1 grade level below (Below)

1 grade level below (Bubble)

on or above grade level (On Level)

	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)		8	34	27	38	0
1 grade level below (Bubble)		50	20	9	0	0
on or above grade level (On Level)		42	46	64	62	100

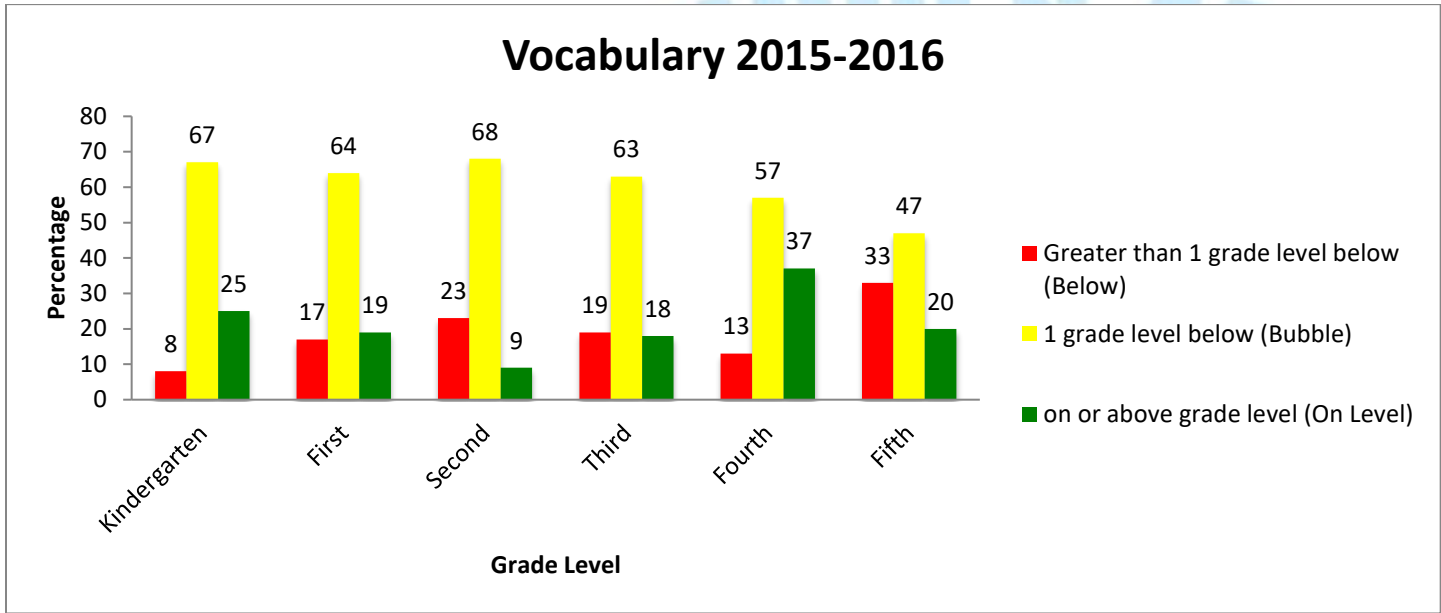
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Vocabulary 2015-2016

	Kindergarten	First	Second	Third	Fourth	Fifth	
Greater than 1 grade level below (Below)		8	17	23	19	13	33
1 grade level below (Bubble)		67	64	68	63	57	47
on or above grade level (On Level)		25	19	9	18	37	20

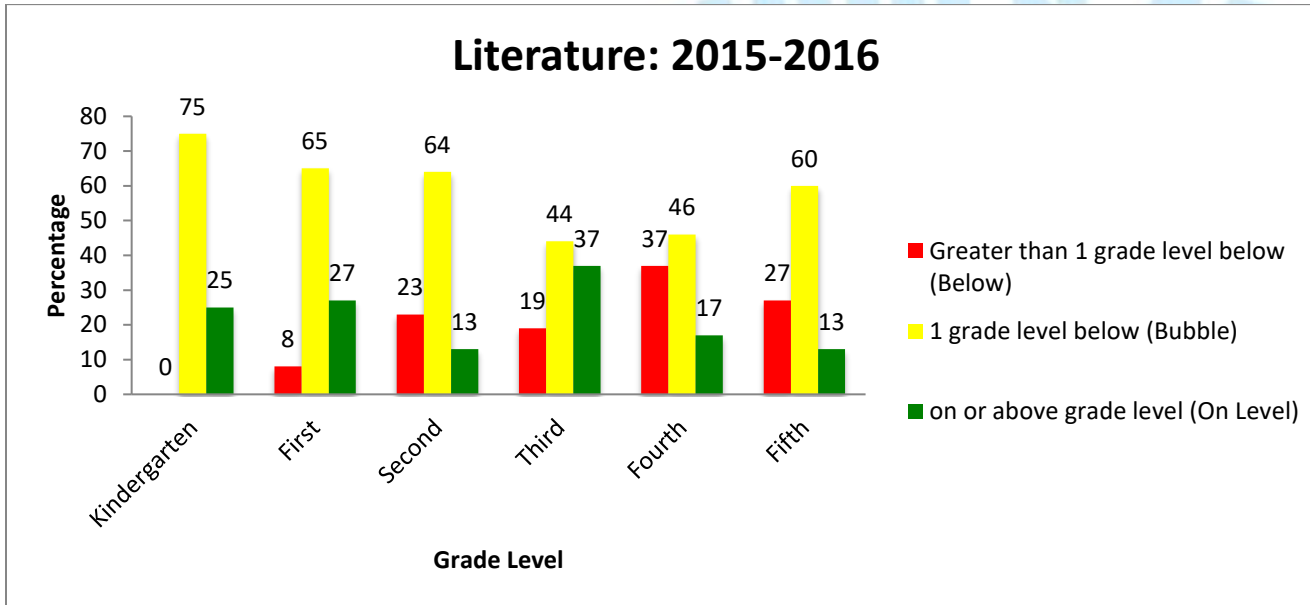
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Literature 2015-2016

	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)	0	8	23	19	37	27
1 grade level below (Bubble)	75	65	64	44	46	60
on or above grade level (On Level)	25	27	13	37	17	13

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Informational Text 2015-2016

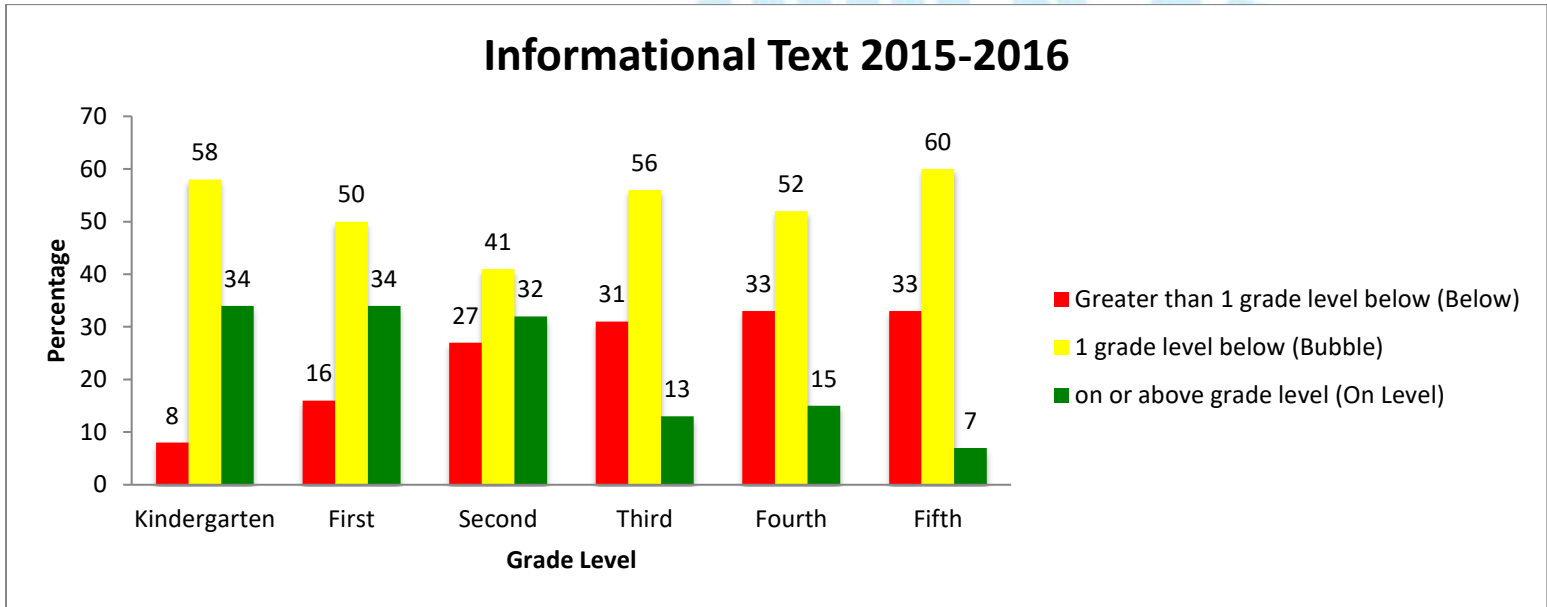
Greater than 1 grade level below (Below)

1 grade level below (Bubble)

on or above grade level (On Level)

	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)		8	16	27	31	33
1 grade level below (Bubble)		58	50	41	56	60
on or above grade level (On Level)		34	34	32	13	15

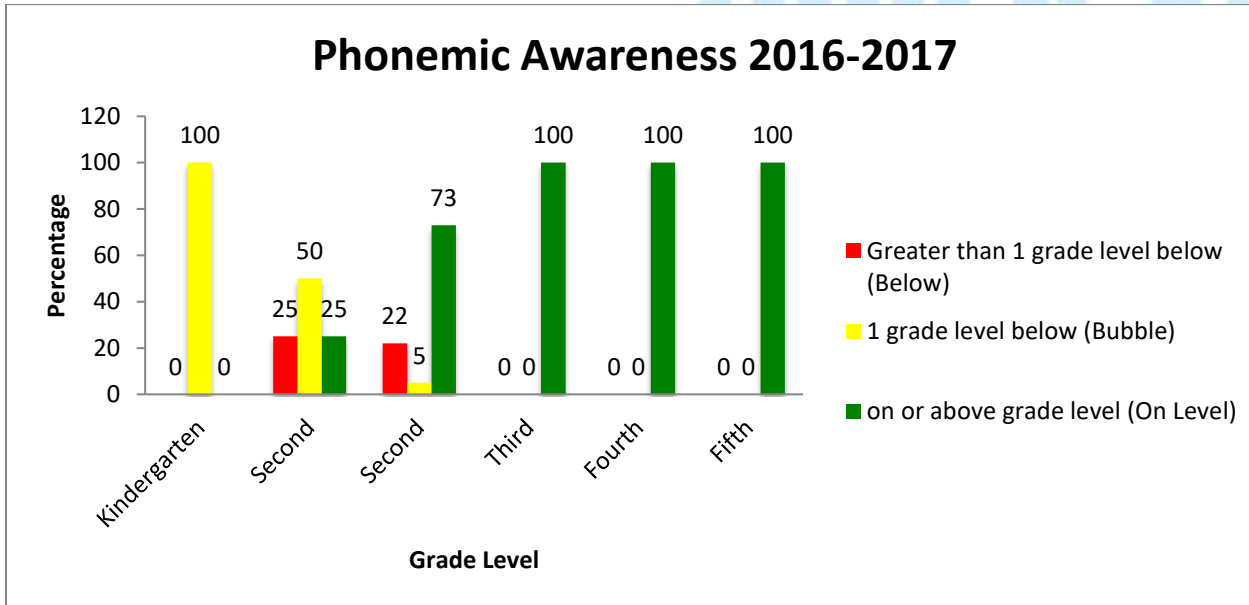
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Phonemic Awareness 2016-2017

	Kindergarten	Second	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)	0	25	22	0	0	0
1 grade level below (Bubble)	100	50	5	0	0	0
on or above grade level (On Level)	0	25	73	100	100	100

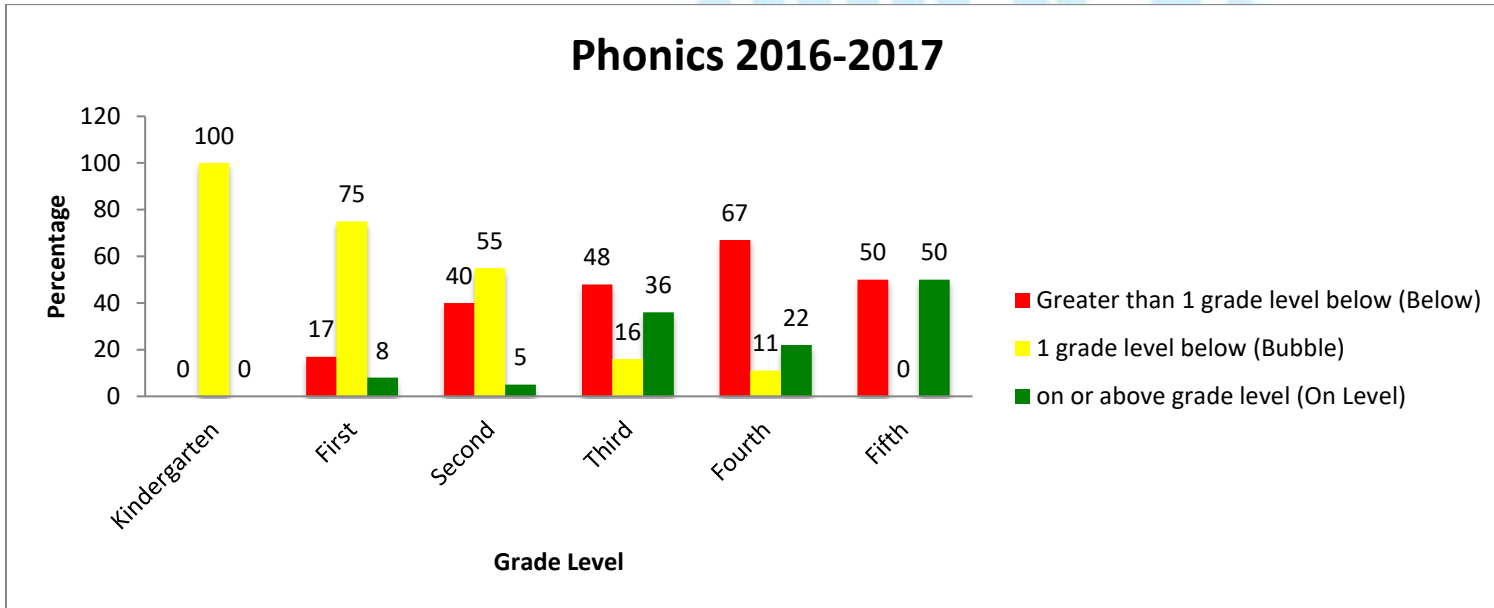
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Phonics 2016-2017

	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)	0	17	40	48	67	50
1 grade level below (Bubble)	100	75	55	16	11	0
on or above grade level (On Level)	0	8	5	36	22	50

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High Frequency Words 2016-2017

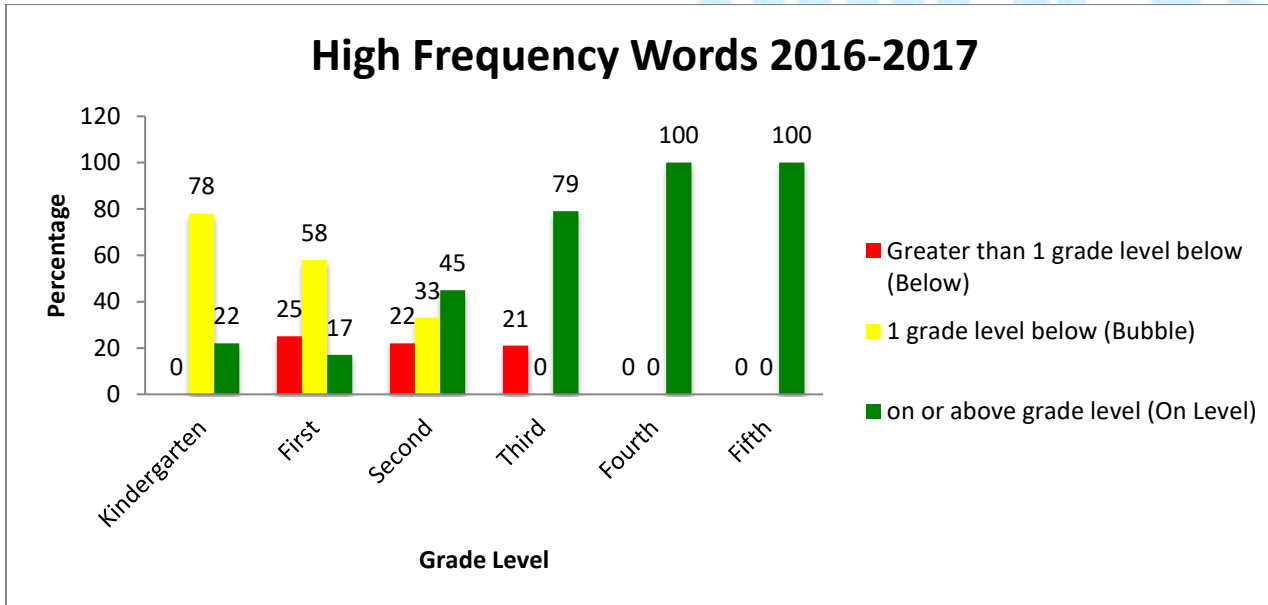
Greater than 1 grade level below (Below)

1 grade level below (Bubble)

on or above grade level (On Level)

	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)		0	25	22	21	0
1 grade level below (Bubble)		78	58	33	0	0
on or above grade level (On Level)		22	17	45	79	100

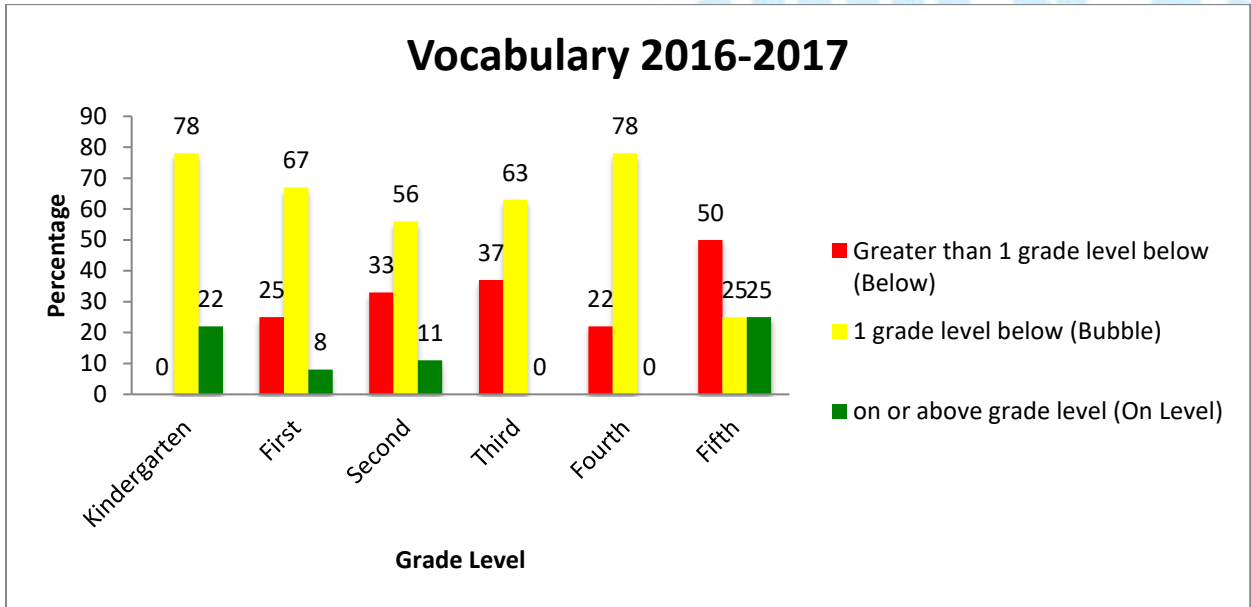
2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION



Vocabulary 2016-2017

	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)	0	25	33	37	22	50
1 grade level below (Bubble)	78	67	56	63	78	25
on or above grade level (On Level)	22	8	11	0	0	25

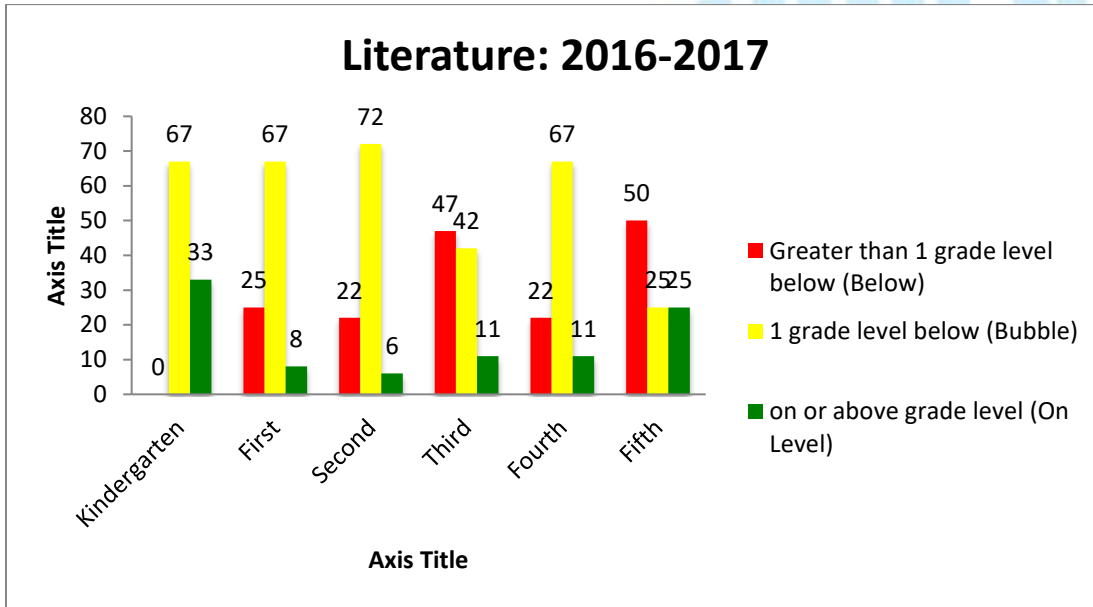
2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION



Literature 2016-2017

	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)	0	25	22	47	22	50
1 grade level below (Bubble)	67	67	72	42	67	25
on or above grade level (On Level)	33	8	6	11	11	25

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Informational Text 2016-2017

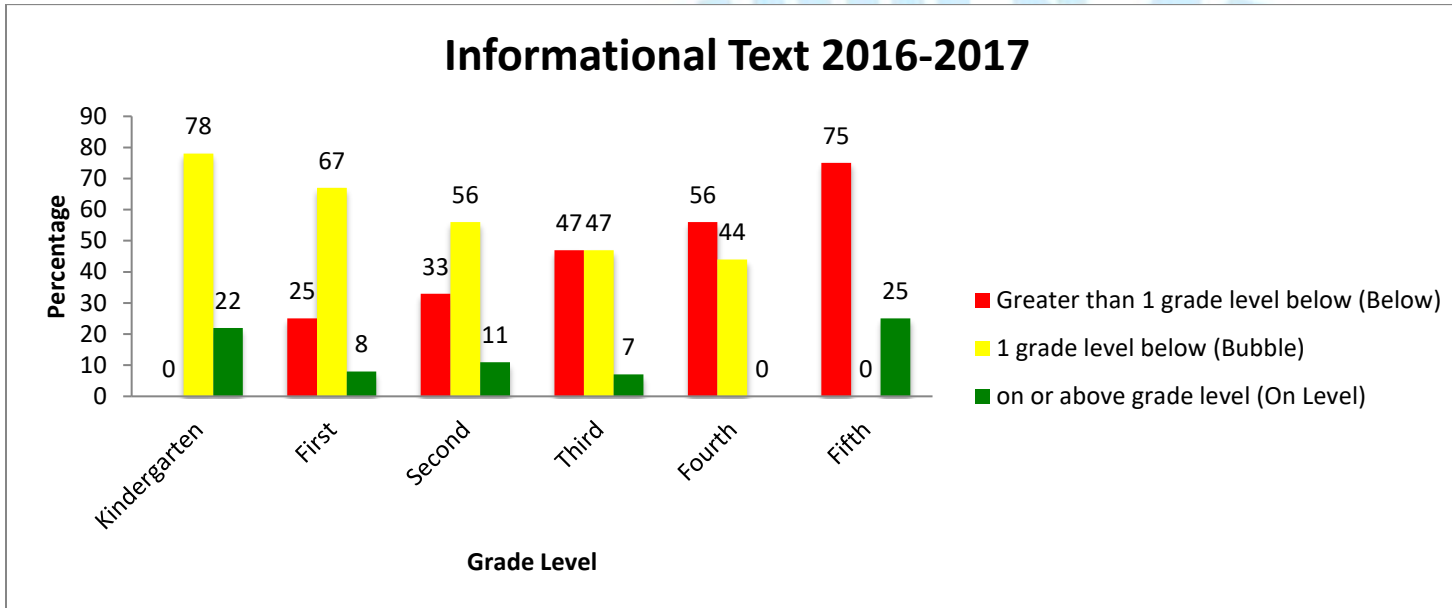
Greater than 1 grade level below (Below)

1 grade level below (Bubble)

on or above grade level (On Level)

	Kindergarten	First	Second	Third	Fourth	Fifth
Greater than 1 grade level below (Below)	0	25	33	47	56	75
1 grade level below (Bubble)	78	67	56	47	44	0
on or above grade level (On Level)	22	8	11	7	0	25

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	Alpha International Academy 2016 -2017 Action Plan
<p>This action plan was designed for the students performing below level at Alpha International Academy.</p>	
<p>Phonics</p>	<p>Teachers here at Alpha will support students who struggle with reading comprehension from weak phonemic awareness and decoding skills. Build phonemic awareness, decoding, and fluency skills to strengthen reading comprehension. Systematic, explicit instruction builds confidence and motivation through our Phonics workbooks that are specifically designed to appeal to older students.</p> <ul style="list-style-type: none"> • First Level—30 teacher-directed lessons— focuses on short vowels, consonants, consonant blends, and digraphs • Second Level—32 teacher-directed lessons— progresses with vowel combinations, r-controlled vowel sounds, common endings, and CVCe words • Third Level—36 teacher-directed lessons— expands concepts with vowel/letter combinations, common prefixes and suffixes, minor consonant sounds for c and g, and minor vowel sound combination. • ESE/ELL support includes activating prior knowledge, scaffolding instruction, pairing students in cooperative learning situations, and focusing on roots, prefixes, and suffixes.

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	<p>Also will be given extended time, hands on ,small group, context clues , and checked often for understanding</p>
<p>High Frequency Words</p>	<p>For the small percentage of students that need help in this category teacher will teach words in a meaningful context, using authentic literature. Teach only a few words per reading selection. Relate each word to students' prior knowledge. Expose students to the word in a variety of contexts.</p> <ul style="list-style-type: none"> • Have students create rebus sentences, using high-frequency words such as <i>the</i>, <i>is</i>, and <i>in</i>. • Write high-frequency words on cards. Have students form sentences using a pocket chart. • Have students keep lists of words they can read and write. When they have trouble with a word, they can refer to their notebooks. • Point out similarities between new words and those students can already decode • ESE/ELL support includes activating prior knowledge, scaffolding instruction, pairing students in cooperative learning situations, and focusing on roots, prefixes, and suffixes. Also will be given extended time, hands on ,small group, context clues , and checked often for understanding
<p>Phonological Awareness</p>	<p>For the small percentage of students that need help in this category teacher will support students who struggle with reading comprehension from weak phonemic awareness and decoding skills. Build phonemic awareness, decoding, and fluency skills to strengthen reading comprehension. Systematic, explicit instruction builds confidence and motivation through our Phonics workbooks that are specifically designed to appeal to older students.</p> <ul style="list-style-type: none"> • ESE/ELL support includes activating prior knowledge, scaffolding instruction, pairing students in cooperative learning situations, and focusing on roots, prefixes, and suffixes.

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	<p>Also will be given extended time, hands on ,small group, context clues , and checked often for understanding</p>

Alpha International Academy 2016 -2017 Action Plan	
<p>Vocabulary</p>	<p>Teachers will provide the whole class or small groups with engaging instruction and practice in vocabulary. Group each word with other related words. Have students use the word to express their own ideas and experiences.</p> <ul style="list-style-type: none"> • Students learn a skill or concept through highly interactive, scaffolded, explicit instruction • All lessons have an engaging, consistent lesson structure • Students practice what they’ve learned and receive corrective feedback to reinforce understanding • Reinforce concepts through small group instruction and give students additional practice opportunities to develop conceptual understanding.

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	<ul style="list-style-type: none"> ESE/ELL support includes activating prior knowledge, scaffolding instruction, pairing students in cooperative learning situations, and focusing on roots, prefixes, and suffixes. Also will be given extended time, hands on ,small group, context clues , and checked often for understanding
<p>Comprehension: Informational Text</p>	<p>Teachers will target on students instruction on the essential reading comprehension strategies using scaffolding, give students the resources they need for direct and explicit instruction in comprehension informational skills.</p> <ul style="list-style-type: none"> Explicit instruction and practice in a carefully structured format that fully supports students Gradual release of responsibility and practice with short pieces of text builds students' confidence Multiple definitions and examples of each strategy within each lesson continually reinforce understanding ESE/ELL support includes activating prior knowledge, scaffolding instruction, pairing students in cooperative learning situations, and focusing on roots, prefixes, and suffixes. Also will be given extended time, hands on ,small group, context clues , and checked often for understanding
<p>Comprehension: Literature</p>	<p>Teachers here at Alpha will support students who struggle with reading comprehension from weak phonemic awareness and decoding skills. Build phonemic awareness, decoding, and fluency skills to strengthen reading comprehension. Teachers will also :</p> <ul style="list-style-type: none"> Comparing and Contrasting Making Predictions Drawing Conclusions and Making Inferences Recognizing Cause and Effect Understanding Sequence Understanding Main Idea and Details <ul style="list-style-type: none"> ESE/ELL support includes activating prior knowledge, scaffolding instruction, pairing students in cooperative learning situations, and focusing on roots, prefixes, and suffixes. Also will be given extended time, hands on ,small group, context clues , and checked often for understanding





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Writing Plan K-5

Targeted Population/ Standard All standards will be covered. These are the highlighted Points of interest.	Timeline	Person Responsibl e	Implementation Specifics	Resources Needed	Goals	Measure of Success
<p>K – 2 Students LAFS.K.W.1.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>LAFS.1.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>LAFS.2.W.1.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>3-5 Students LAFS.3.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. LAFS.4.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p>	<p>Ongoing 5 days a week -ELA/ Writing Block -First nine weeks</p> <p>PHASE 1 23 days 8/22 –9/23, 2016 Introduce Informative Writing</p> <p>PHASE 1 18 days 9/26 – 10/21, 2016 Introduce Opinion Writing</p>	<p>Classroom Teacher</p>	<p>K-2 8/22 –9/23, 2016</p> <p>Introduction to Writing. Student will be introduced to the writing process. K-2 will learn the steps of writing sequence. Plan/Prewrite, Draft, Revise, Edit, and Publish. Write opinionated piece from texts in which will have an introduction to a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>9/26 –10/21, 2016</p> <p>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>3 - 5 8/22 –9/23, 2016</p> <p>Opinion Writing using Ready workbook Using an 8- step lesson writing sequence. Teachers will walk students through the writing process to make each step understandable. Write opinion pieces on topics or texts, supporting a point of</p>	<p>- Journeys (K-2) -Professional development -I-Ready Tools for instruction -Ready Writing workbook -Enrichment Lessons -FCRR -CPALMS</p> <ul style="list-style-type: none"> • FSA Informative Writing Rubric • FSA Opinion Writing Rubric • FSA Informative Released Papers • Passage Set and Prompt for released informative papers 	<p>-Students will be introduced and given an overview to the writing process. Learners will develop and learn to apply strategies that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts.</p> <p>As students’ progress, they will become more proficient in applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.</p> <p>By using Pacing Reading Writing the teachers will be able to provide lesson specific planning on each part of the writing lessons for each phase during the timelines.</p> <p>Research-based strategies schoolwide to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, Saturday, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in professional development)</p> <p>Learners will also receive help in understanding the purpose for writing. The Teacher’s approach is to change is not only to fix problems but also build on the student’s capacity to</p>	<p>Student performance on PMP, student samples, administrative walk through</p> <p>Classroom Actives Teacher Observation Student Samples</p> <p>Students will be able to understand how to form an opinionated writing piece. Also, through teacher guidance and practice: Capitalization, Capitalizing Names of People, Synonyms and Antonyms, Using a Thesaurus, Precise words for Actions and Feelings.</p> <p>Ready Writing Rubric. Teachers can use the writing rubric from the Ready writing as a guide to score papers and short writing responses.</p> <p>Teacher made Rubric. Each teacher will create a grade appropriate rubric for grading writing prompts and short writing responses.</p> <p>ELL:</p>

Revised August 1, 2017

Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

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<p>LAFS.5.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p>		<p>view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.</p> <p>9/26 –10/21, 2016</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>self-correct and be able to anticipate and resolve issues more efficiently through the ongoing use of a structured, data-based, problem-solving process. This process requires that planning team members be able to collaborate to move through the following stages:</p> <ul style="list-style-type: none"> • Accurate identification of problem through reflection on summative outcome data, situational awareness and research • Analysis of problems to uncover their root cause(s) • Formulation of powerful strategic goals and relevant targets in writing • Design, support, and implementation of interventions • Use of data to evaluate progress toward the goals and make adjustments to interventions as needed 	<p>Support vocabulary development, academic language, accessing prior knowledge, and writing. Students will be given their individual accommodation(s) according to the learning plan.</p>
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<p>K-2 LAFS.K.W.1.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</p> <p>LAFS.1.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>3-5 LAFS.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>LAFS.3.W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>LAFS.4.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>LAFS.4.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.5.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>LAFS.5.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Ongoing</p> <p>5 days a week</p> <p>-ELA/ Writing Block</p> <p>-2nd Nine Weeks</p> <p>PHASE 2 13 days 10/24 – 11/10, 2016</p> <p>Writing Process: Informative Writing</p> <p>PHASE 2 12 days 11/14 –12/2, 2017</p> <p>Writing Process: Opinion Writing</p> <p>PHASE 2 15 days 12/5 –12/23, 2017</p> <p>Writing Process: Informative OR Opinion Writing</p>	<p>Classroom Teacher</p>	<p>-K-2</p> <p>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>3-5</p> <p>Teachers will help students understand how to accurately respond and provide adequate support/evidence for the writer’s opinion. This will include the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent • Adequate use of some elaborative techniques • Adequate expression of ideas, employing a mix of precise and general language • Domain-specific vocabulary generally appropriate for the audience and purpose • Some variation in sentence structure 	<p>-Professional development</p> <ul style="list-style-type: none"> -I-Ready Tools for instruction -Phonics for Reading -Ready Writing workbook -Enrichment Lessons -FCRR -CPALMS <ul style="list-style-type: none"> • FSA Informative Writing Rubric • FSA Opinion Writing Rubric • FSA Informative Released Papers • Passage Set and Prompt for released informative papers 	<p>- Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.</p> <p>-Students will learn how to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices.</p> <p>-Students will still receive phonics instructions; in addition, they will acquire vocabulary through exposure to language-rich situations, such as reading books and other texts.</p> <p>-They use context clues, as well as direct explanations provided by others, to gain new words.</p> <p>They learn to apply word analysis skills to build and extend their own vocabulary</p> <p>Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.</p>	<p>-Student performance on PMP,</p> <p>-Student performance on Phonics for reading assessment</p> <p>-Student samples,</p> <p>-Administrative walk through Classroom Actives Teacher Observation Student Samples</p> <p>Students will be able to write an informative/ Explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. Also, work on Prepositions and Prepositional Phrases, Run-on Sentences, , Greek and Latin words, Using commas with Coordinating Conjunctions.</p> <p>Ready Writing Rubric. Teachers can use the writing rubric from the Ready writing as a guide to score papers and short writing responses.</p> <p>Teacher made Rubric. Each teacher will create a grade appropriate rubric for grading writing prompts and short writing responses.</p> <p>ELL: Support vocabulary development,</p>
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					academic language, accessing prior knowledge, and writing. Students will be given their individual accommodation(s) according to the learning plan.
<p>K-2 LAFS.K.W.1.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. LAFS.1.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>3-5 LAFS.3.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. LAFS.3.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. LAFS.4.W.1.3 Write narratives to develop real or imagined experiences or events using effective</p>	<p>Ongoing 5 days a week ELA/ Writing Block 3rd Nine weeks PHASE 3 9 days 1/9 –1/20, 2017 Writing Process: Opinion Writing</p>	<p>Classroom Teacher</p>	<p>Professional development -Phonics for Reading instruction -Ready Writing workbook -Enrichment Lessons -FCRR -CPALMS</p> <ul style="list-style-type: none"> • FSA Informative Writing Rubric • FSA Opinion Writing Rubric • FSA Informative Released Papers • Passage Set and Prompt for released informative papers 	<p>-Students will be able to recognize and decode printed words, developing the skills that are the foundations for independent reading using the Phonics for Reading Program. -They will be able discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words. -Students will build a stock of sight words that helps them to read quickly and accurately with comprehension. -Students will learn how to plan their writing for different purposes and audiences.</p>	<p>-Student performance on PMP, -Student performance on Phonics for reading assessment -Student samples, -Administrative walk through Classroom Actives Teacher Observation Student Samples</p> <p>Students will be able to with guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. Work on formal and informal language, Punctuate direct quotes.</p> <p>Ready Writing Rubric. Teachers can use the writing rubric from the Ready writing as a guide to score papers and short writing responses.</p> <p>Teacher made Rubric. Each teacher will create a grade appropriate rubric for grading writing</p>

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<p>technique, descriptive details, and clear event sequences. LAFS.4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>LAFS.5.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources</p>						<p>prompts and short writing responses. Students will be working on Relative Pronouns, Progressive Verb Tenses, Idioms, adages and Proverbs, Punctuation for Effect</p> <p>ELL: Support vocabulary development, academic language, accessing prior knowledge, and writing. Students will be given their individual accommodation(s) according to the learning plan.</p>
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<p>K – 2 Students LAFS.K.W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. LAFS.K.W.2.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. LAFS.1.W.2.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. LAFS.1.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. LAFS.2.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing LAFS.2.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>3-5 Students LAFS.3.W.2.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. LAFS.3.W.2.6 With guidance and support from adults, use technology to produce and publish writing (using</p>	<p>Ongoing</p> <p>5 days a week</p> <p>-ELA/ Writing block</p> <p>4th Nine weeks PHASE 3 9 days 1/24 –2/3, 2017</p> <p>Writing Process: Informative Writing PHASE 3 10 days 2/6 –2/17, 2017</p> <p>Writing Process: Informative OR opinion Writing</p>	<p>Classroom Teachers</p>		<p>-Ready Writing workbook -Enrichment Lessons -FCRR -CPALMS</p> <ul style="list-style-type: none"> • FSA Informative Writing Rubric • FSA Opinion Writing Rubric • FSA Informative Released Papers • Passage Set and Prompt for released informative papers 	<p>-Students will be able to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>-Conduct short research projects that build knowledge through investigation of different aspects of a topic. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>Classroom Actives Teacher Observation Student Samples Students will be able to with guidance learn how to, Modal Auxiliaries, Order of Adjectives, Similes and Metaphors, Using Context Clues, Commonly Confused Words. Ready Writing Rubric. Teachers can use the writing rubric from the Ready writing as a guide to score papers and short writing responses.</p> <p>Teacher made Rubric. Each teacher will create a grade appropriate rubric for grading writing prompts and short writing responses. ELL: Support vocabulary development, academic language, accessing prior knowledge, and writing. Students will be given their individual accommodation(s) according to the learning plan.</p>
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<p>keyboarding skills) as well as to interact and collaborate with others. LAFS.4.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. LAFS.4.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. LAFS.5.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages The alphanumeric coding scheme has changed – Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS) Amended Standard in a single sitting</p>						
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Writing Plan

Revised August 1, 2017

Rule 6A-1.099827, Charter School Corrective Action and School Improvement Plans

Targeted Population/ Standard These are the highlighted Points of interest.	Timeline	Person Responsibl	Implementation Specifics	Resources Needed	Goals	Measure of Success
<p>2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION</p> <p>K – 2 Students LAFS.K.W.1.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>LAFS.1.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>LAFS.2.W.1.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>3-5 Students LAFS.3.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. LAFS.4.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p>	<p>Ongoing</p> <p>5 days a week</p> <p>-ELA/ Writing Block</p> <p>-First nine weeks</p> <p>PHASE 1 23 days 8/22 –9/23, 2016 Introduce Informative Writing</p> <p>PHASE 1 18 days 9/26 – 10/21, 2016 Introduce Opinion Writing</p>	<p>Classroom Teacher</p>	<p>K-2 8/22 –9/23, 2016</p> <p>Introduction to Writing. Student will be introduced to the writing process. K-2 will learn the steps of writing sequence. Plan/Prewrite, Draft, Revise, Edit, and Publish. Write opinionated piece from texts in which will have an introduction to a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>9/26 –10/21, 2016</p> <p>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>3 - 5 8/22 –9/23, 2016</p> <p>Opinion Writing using Ready workbook Using an 8- step lesson writing sequence. Teachers will walk students through the writing process to make each step understandable. Write opinion pieces on topics or texts, supporting a point of</p>	<p>- Journeys (K-2) -Professional development -I-Ready Tools for instruction -Ready Writing workbook -Enrichment Lessons -FCRR -CPALMS</p> <ul style="list-style-type: none"> • FSA Informative Writing Rubric • FSA Opinion Writing Rubric • FSA Informative Released Papers • Passage Set and Prompt for released informative papers 	<p>-Students will be introduced and given an overview to the writing process. Learners will develop and learn to apply strategies that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts.</p> <p>As students' progress, they will become more proficient in applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.</p> <p>By using Pacing Reading Writing the teachers will be able to provide lesson specific planning on each part of the writing lessons for each phase during the timelines.</p> <p>Research-based strategies schoolwide to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, Saturday, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in professional development)</p> <p>Learners will also receive help in understanding the purpose for writing. The Teacher's approach is to change is not only to fix problems but also build on the student's capacity to self-correct and be able to anticipate</p>	<p>Student performance on PMP, student samples, administrative walk through</p> <p>Classroom Actives Teacher Observation Student Samples</p> <p>Students will be able to understand how to form an opinionated writing piece. Also, through teacher guidance and practice: Capitalization, Capitalizing Names of People, Synonyms and Antonyms, Using a Thesaurus, Precise words for Actions and Feelings.</p> <p>Ready Writing Rubric. Teachers can use the writing rubric from the Ready writing as a guide to score papers and short writing responses.</p> <p>Teacher made Rubric. Each teacher will create a grade appropriate rubric for grading writing prompts and short writing responses.</p> <p>ELL: Support vocabulary development,</p>

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<p>LAFS.5.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p>			<p>view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.</p> <p>9/26 –10/21, 2016</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p>		<p>and resolve issues more efficiently through the ongoing use of a structured, data-based, problem-solving process. This process requires that planning team members be able to collaborate to move through the following stages:</p> <ul style="list-style-type: none"> • Accurate identification of problem through reflection on summative outcome data, situational awareness and research • Analysis of problems to uncover their root cause(s) • Formulation of powerful strategic goals and relevant targets in writing • Design, support, and implementation of interventions • Use of data to evaluate progress toward the goals and make adjustments to interventions as needed 	<p>academic language, accessing prior knowledge, and writing. Students will be given their individual accommodation(s) according to the learning plan.</p>
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<p>K-2 LAFS.K.W.1.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</p> <p>LAFS.1.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>3-5 LAFS.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>LAFS.3.W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>LAFS.4.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>LAFS.4.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.5.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>LAFS.5.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Ongoing</p> <p>5 days a week</p> <p>-ELA/ Writing Block</p> <p>-2nd Nine Weeks</p> <p>PHASE 2 13 days 10/24 – 11/10, 2016</p> <p>Writing Process: Informative Writing</p> <p>PHASE 2 12 days 11/14 –12/2, 2017</p> <p>Writing Process: Opinion Writing</p> <p>PHASE 2 15 days 12/5 –12/23, 2017</p> <p>Writing Process: Informative OR Opinion Writing</p>	<p>Classroom Teacher</p>	<p>-K-2</p> <p>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>3-5</p> <p>Teachers will help students understand how to accurately respond and provide adequate support/evidence for the writer’s opinion. This will include the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent • Adequate use of some elaborative techniques • Adequate expression of ideas, employing a mix of precise and general language • Domain-specific vocabulary generally appropriate for the audience and purpose • Some variation in sentence structure 	<p>-Professional development</p> <ul style="list-style-type: none"> -I-Ready Tools for instruction -Phonics for Reading -Ready Writing workbook -Enrichment Lessons -FCRR -CPALMS <ul style="list-style-type: none"> • FSA Informative Writing Rubric • FSA Opinion Writing Rubric • FSA Informative Released Papers • Passage Set and Prompt for released informative papers 	<p>- Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.</p> <p>-Students will learn how to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices.</p> <p>-Students will still receive phonics instructions; in addition, they will acquire vocabulary through exposure to language-rich situations, such as reading books and other texts.</p> <p>-They use context clues, as well as direct explanations provided by others, to gain new words.</p> <p>They learn to apply word analysis skills to build and extend their own vocabulary</p> <p>Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.</p>	<p>-Student performance on PMP,</p> <p>-Student performance on Phonics for reading assessment</p> <p>-Student samples,</p> <p>-Administrative walk through Classroom Actives</p> <p>Teacher Observation Student Samples</p> <p>Students will be able to write an informative/ Explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. Also, work on Prepositions and Prepositional Phrases, Run-on Sentences, , Greek and Latin words, Using commas with Coordinating Conjunctions.</p> <p>Ready Writing Rubric. Teachers can use the writing rubric from the Ready writing as a guide to score papers and short writing responses.</p> <p>Teacher made Rubric. Each teacher will create a grade appropriate rubric for grading writing prompts and short writing responses.</p> <p>ELL: Support vocabulary development,</p>
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					academic language, accessing prior knowledge, and writing. Students will be given their individual accommodation(s) according to the learning plan.
<p>K-2 LAFS.K.W.1.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. LAFS.1.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>3-5 LAFS.3.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. LAFS.3.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. LAFS.4.W.1.3 Write narratives to develop real or imagined experiences or events using effective</p>	<p>Ongoing 5 days a week ELA/ Writing Block 3rd Nine weeks PHASE 3 9 days 1/9 -1/20, 2017 Writing Process: Opinion Writing</p>	<p>Classroom Teacher</p>	<p>Professional development -Phonics for Reading instruction -Ready Writing workbook -Enrichment Lessons -FCRR -CPALMS</p> <ul style="list-style-type: none"> • FSA Informative Writing Rubric • FSA Opinion Writing Rubric • FSA Informative Released Papers • Passage Set and Prompt for released informative papers 	<p>-Students will be able to recognize and decode printed words, developing the skills that are the foundations for independent reading using the Phonics for Reading Program.</p> <p>-They will be able discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words.</p> <p>-Students will build a stock of sight words that helps them to read quickly and accurately with comprehension.</p> <p>-Students will learn how to plan their writing for different purposes and audiences.</p>	<p>-Student performance on PMP, -Student performance on Phonics for reading assessment -Student samples, -Administrative walk through Classroom Actives Teacher Observation Student Samples</p> <p>Students will be able to with guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. Work on formal and informal language, Punctuate direct quotes.</p> <p>Ready Writing Rubric. Teachers can use the writing rubric from the Ready writing as a guide to score papers and short writing responses.</p> <p>Teacher made Rubric. Each teacher will create a grade appropriate rubric for grading writing</p>

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<p>technique, descriptive details, and clear event sequences. LAFS.4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>LAFS.5.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources</p>						<p>prompts and short writing responses. Students will be working on Relative Pronouns, Progressive Verb Tenses, Idioms, adages and Proverbs, Punctuation for Effect</p> <p>ELL: Support vocabulary development, academic language, accessing prior knowledge, and writing. Students will be given their individual accommodation(s) according to the learning plan.</p>
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<p>K – 2 Students LAFS.K.W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. LAFS.K.W.2.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. LAFS.1.W.2.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. LAFS.1.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. LAFS.2.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing LAFS.2.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>3-5 Students LAFS.3.W.2.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. LAFS.3.W.2.6 With guidance and support from adults, use technology to produce and publish writing (using</p>	<p>Ongoing</p> <p>5 days a week</p> <p>-ELA/ Writing block</p> <p>4th Nine weeks PHASE 3 9 days 1/24 –2/3, 2017</p> <p>Writing Process: Informative Writing PHASE 3 10 days 2/6 –2/17, 2017</p> <p>Writing Process: Informative OR opinion Writing</p>	<p>Classroom Teachers</p>	<p>-Ready Writing workbook -Enrichment Lessons -FCRR -CPALMS</p> <ul style="list-style-type: none"> • FSA Informative Writing Rubric • FSA Opinion Writing Rubric • FSA Informative Released Papers • Passage Set and Prompt for released informative papers 	<p>-Students will be able to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>-Conduct short research projects that build knowledge through investigation of different aspects of a topic. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>Classroom Actives Teacher Observation Student Samples Students will be able to with guidance learn how to, Modal Auxiliaries, Order of Adjectives, Similes and Metaphors, Using Context Clues, Commonly Confused Words. Ready Writing Rubric. Teachers can use the writing rubric from the Ready writing as a guide to score papers and short writing responses.</p> <p>Teacher made Rubric. Each teacher will create a grade appropriate rubric for grading writing prompts and short writing responses. ELL: Support vocabulary development, academic language, accessing prior knowledge, and writing. Students will be given their individual accommodation(s) according to the learning plan.</p>
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<p>keyboarding skills) as well as to interact and collaborate with others.</p> <p>LAFS.4.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>LAFS.4.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>LAFS.5.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages The alphanumeric coding scheme has changed – Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS) Amended Standard in a single sitting</p>						
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Social Studies Plan K-5

2016-2017 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Targeted Population	Timeline	Person Responsible	Implementation Specifics	Resources Needed	Goals	Measure of Success and Instructional Guide
<p>K-5 STUDENTS</p> <p>SS.A.3.1 Identify terms and designations of time sequence.</p> <p>SS.C.2.5 Evaluate the contributions of various African American, Hispanics, Native Americans, veterans, and women</p> <p>SS.A.2.4 Explore ways the daily life of people living in Colonial America changed over time.</p> <p>SS.A.2.5 Identify reasons people came to the United States throughout history.</p>	First- Second Nine Weeks	Classroom Teacher	<p>- Time, Continuity, and Change- Studying the past makes it possible for us to understand the human story across time</p> <p>Culture: Human beings create, learn, share and adapt to culture</p>	<p>-Journey's Reading Program</p> <p>-Time Magazine</p> <p>-Primary and Secondary Sources: Photographs</p> <p>Colonial Times photos: www.history.com</p> <p>Colonial Jamestown: http://www.history.com/interactives/jamestown-exhibit</p> <p>Colonial Williamsburg: http://colonialwilliamsburg.org/kids/</p> <p>Colonial Period: http://teacher.scholastic.com/activities/our-america/colonial/</p>	<p>Culture</p> <p>-Understand that cultures are dynamic and change over time.</p> <p>-Explore concepts of likenesses and differences among cultural groups</p> <p>-Identify the cultural basis for some celebrations and ways of life in their community and in examples from across the world.</p> <p>Time, Continuity, and Change</p> <p>-Gain experience with sequencing to establish a sense of order and time</p> <p>-Begin to understand the historical concepts that give meaning to the events that they study</p> <p>-Lay the foundation for the further development of historical knowledge, skills, and values in the middle grades</p> <p>-People, Places, and Environments</p> <p>-Examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations</p>	<p>Timeline Project- Students will create a timeline project of their lives to see how it changed over time</p> <p>Classroom activities</p> <p>Teacher's observation</p> <p>-Teacher-made worksheets</p> <p>-Student samples,</p> <p>-Administrative walk through</p> <p>-Teachers will develop grade level rubrics and share with students for each of the above mentioned projects in order to increase opportunities for mastery of content and historical thinking skills.</p> <p>-Each project or assignment will be assessed for content accuracy and skill development in terms of writing and reading comprehension.</p> <p>ELL: Use visual depictions of historical events in order to increase ELL students' mastery of related content</p>
<p>K-5 STUDENTS</p> <p>SS.C.2.1 Identify what it means to be a United States citizen either by birth or by naturalization</p> <p>SS.C.2.5 Evaluate the contributions of various African American, Hispanics, Native Americans, veterans, and women</p> <p>SS.C.2.2 Define and apply the characteristics of responsible citizenship.</p> <p>SS.C.2.3 Explain why United States citizens have guaranteed rights and identify rights.</p> <p>SS.C.2.4 Identify ways citizens can make a positive contribution in their community.</p> <p>SS.C.1.2 Explain the consequences of an absence of rules and laws.</p>	Second- Third nine weeks	Classroom Teacher	<p>Power, Authority, and Governance</p> <p>-Studying the purpose of government;</p> <p>-Learning how government does or does not provide for the needs and wants of people, establish order and security, and manage conflict;</p> <p>-Recognizing how groups and organizations encourage unity and deal with diversity to maintain order and security;</p> <p>-Distinguishing among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president;</p> <p>-Identifying and describing factors that contribute to cooperation and cause disputes within and among groups and nations;</p> <p>-Recognizing and giving examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.</p>	<p>-Time Magazine</p> <p>-Primary and Secondary Sources: Photographs, Biographies</p> <p>-Teacherspayteachers.com social studies worksheets</p> <p>Ben's Guide to Government for Kids: http://bensguide.gpo.gov/k-2/index.html</p> <p>Congress for Kids- Citizenship: http://www.congressforkids.net/citizenship_intro.htm</p> <p>United States Mint: Government http://www.usmint.gov/kids/games/branchesOfPower/</p>	<p>Power, Authority, and Governance</p> <p>-Understand the purposes and functions of government</p> <p>-Explore students' natural and developing sense of fairness and order as they experience relationships with others</p> <p>-Develop an increasingly comprehensive awareness of rights and responsibilities in specific contexts</p> <p>-Introduce civic ideals and practices through activities such as helping to set classroom expectations, examining experiences in relation to ideals, participating in mock elections, and determining how to balance the needs of individuals and the group</p> <p>-Experience views of citizenship in other times and places through stories and drama</p>	<p>Brochure- Have students create a brochure on United States citizenship. The brochure should be attractive and contain: illustrations; information on becoming a citizen; and a listing of the rights and responsibilities of United States citizenship. Provide time for students to share their brochures.</p> <p>-Display the brochures in the classroom.</p> <p>-Alpha election- Students will participate in school's debate and election of Student President (5th grader) and Student Vice President (4th Grader).</p> <p>-Each student at Alpha will vote for a candidate.</p> <p>-Students will create a T Chart showing the rights and responsibilities of United States citizenship.</p> <p>-Students will write an informative paragraph explaining ways to become a United States citizen.</p> <p>-Students will brainstorm and create a web depicting cafeteria rules, complete with captions and illustrations</p> <p>-With guidance and support from adults, have students work in small groups to research people who are considered famous African Americans, (e.g. George Washington Carver, Mary McLeod Bethune, Dr. Martin Luther King, Jr., Rosa Parks,) then develop a character analysis of the individual.</p> <p>-Have students develop a wanted poster highlighting good deeds.</p> <p>-Have students keep a log of their daily chores which highlight responsibility.</p> <p>-Have students create a problem solving book by illustrating and describing positive ways of solving problems.</p> <p>-Have students write an expository essay of what being an American means to them</p>

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						<p>-Teachers will develop grade level rubrics and share with students for each of the above mentioned projects in order to increase opportunities for mastery of content and historical thinking skills.</p> <p><u>ELL:</u> Use visual depictions of historical events in order to increase ELL students' mastery of related content</p>
<p>K-5 STUDENTS SS.A.2.1 Recognize that Native Americans were the first inhabitants in North America. SS.A.2.2 Compare the cultures of Native American tribes from various geographic regions of the United States SS.A.3.1 Identify terms and designations of time sequence. SS.C.2.5 Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women. SS.A.1.1 Examine primary and secondary sources. SS.A.1.2 Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.</p>	<p>Third- Fourth nine weeks</p>	<p>Classroom Teacher</p>	<p><i>American History</i> -Native Americans Environment: Different regions of the United States Climate Location Physical surroundings Culture Way of living Beliefs -Native Americans of the Southeast Woodlands Environment: Southeastern United States Trees, plants, animals Northern area- mountains and rivers Southern area- grasses and swampland Climate- warm with rain Culture Farming, fishing, hunting Housing—southern area: chickees Pottery making -Tribes include: Cherokee Chickasaw Creek Seminole Notable Native Americans of the Southeast Osceola Sequoyah</p>	<p>-Time Magazine -Primary and Secondary Sources: Photographs, Biographies -Teacherspayteachers.com social studies worksheets</p>	<p><i>American History</i> -American history begins in primary grades (K-2) with a brief overview of major events and figures, from the earliest days to recent times. -A more in-depth, chronological study of American history begins again in secondary grades (3-5). -The term "American" here generally, but not always, refers to the lands that became the United States. -Study of 50 States in K-2. -Study of 50 states and capitals in 3-5. -The early exploration of North America; ways of life of specific Native American peoples; life in colonial America before the Revolution.</p>	<p>-Students will create their own fact sheet about Native Americans of the Southeast's clothing, tools, homes, and food. Then, write a generalization about their way of life. -Students will create their own fact sheet about Native Americans of the Northeast's clothing, tools, homes, and food. Then, write a generalization about their way of life. -Students will develop a graphic organizer to demonstrate the relationship between the climate, location and physical surroundings of an early Native American village and their way of life. -Students will locate different Native American tribes by regions on a US map. -Students will analyze a picture of an early Native American village of the Southeast/Northeast Woodlands and write a description of the activities they see in the picture. -Students will complete a chart highlighting the similarities and differences between a hunting and gathering culture and agricultural culture. -Students will create a Venn Diagram comparing the Native Americans of the southeast woodlands to the Native Americans of the northeast woodlands. -Students will make a book illustrating and describing the technology (tools) that the early Native Americans of the northeast and southeast woodlands used and how these tools made their life easier. Have students share their books orally with the class. Provide time for questions and answers from students. -Students will develop a diorama of a Native American village for one of the tribes of the southeast or northeast woodlands. -Students will develop a matching game where they link the tribes with their customs. Then, have them play their game with a classmate. -Teachers will develop grade level rubrics and share with students for each of the above mentioned projects in order to increase opportunities for mastery of content and historical thinking skills. Each project or assignment should be assessed for content accuracy and skill development in terms of writing and reading comprehension.</p> <p><u>ELL:</u> Use visual depictions of historical events in order to increase ELL students' mastery of related content.</p>

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Science, Technology, Engineering, and Mathematics (STEM) or Math and Science Action Plan*

Student Strategies and Activities – State the strategies and activities for students to be implemented that logically support this goal. Select all applicable goals and indicate whether the strategies or activities are before school, during school or after school. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What instructional practices must staff utilize to support the literacy achievement of all students?).

STEM/Math/Science Goal(s):
80% of Alpha International Academy’s K-2nd grade students will meet the promotion criteria for math by June 2017.
35% of Alpha International Academy’s 3-5th grade students will score at or above a level 3 on the FSA Math.

Include data to identify and define areas in need of improvement: (i.e., FSA, End of Course Examination):

FSA Math

FSA 2015-2016	Level 1	Level 2	Level 3	Level 4	Level 5
3rd Grade	83	17	0	0	0
4th Grade	75	8	17	0	0
5th Grade	62	15	23	0	0

Strategies and Activities to increase Student Achievement <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	Start-End Date	Select Applicable Option <i>(i.e. Before, During, After School Hours)</i>	Evaluation Tool <i>(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	Person or Position Responsible for Monitoring	Amount/Funding Source
During the instructional block students will use Go Math which is the core math program. They will receive whole group and small group instruction. Students will use Ready Math by Curriculum associates to supplement the core math program.	8/2016-6/2016	During School	iReady USA Testprep	Administration	N/A

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Ready math will reinforce standards and provide intensive instruction.					
Trained teacher assistants will provide push-in and pull-out to tier II and tier III. The push-in will allow students to receive the individual or small group instruction they need without having to leave the classroom. The pull-out instruction gives the student an opportunity to receive instruction in the area(s) they are having difficulty, they may receive small group or individual intervention. The Ready Math books along with iReady will be used to for pull out instruction. Students are pulled out in groups of 2-5 for a duration of 30 minutes. With lesson plans and content provided by the vendor, I-ready is able to provide explicit instruction, build word knowledge, and directly teach skills and strategies for word analysis (phonemic awareness, phonics, word recognition, structural analysis, context clues, and vocabulary).	8/2016-6/2016	During School	iReady	Administration	N/A
IReady is our PMP as well an additional supplemental math program. Students will complete 45 minutes (on level), 60 minutes (1 grade level below) or 90 minutes (2 grade levels below) of iReady per week.	8/2016-6/2017	Before School, During school, Afterschool	iReady	Administration	N/A
Students in Grades 3-5 will participate in a math club through the supplemental program Acaletics. Acaletics provides intensive math instruction and reinforces the Florida Standards.	8/2016-6/2017	During school,	Acaletics iReady	Administration	N/A

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Science Goal (s): 80% of Alpha International Academy’s K-2nd grade students will meet the promotion criteria for science by June 2017. 80% of Alpha International Academy’s 3rd and 4th grade students will meet the promotion criteria for Science by June 2017. By June 2017 30% of 5th grade students will be proficient in science and score at or above a level 3 on the Statewide Science Assessment.

Include data for Proficient students (i.e., FSA, End Of Course Examinations):		Include data for Non-proficient students (i.e. FSA, End of Course Examinations):	
2016 Current Level of Performance 8% scored a level 3 or above	2017 Expected Level of Performance 30% of students will score a level 3 or above	2016 Current Level of Performance 92% of students did not achieve proficiency on the FCAT	2017 Expected Level of Performance Students not meeting proficiency will decrease by 22%

Mathematics Goal(s): 80% of Alpha International Academy’s K-2nd grade students will meet the promotion criteria by June 2017. 35% of Alpha International Academy’s 3-5th grade students will score at or above a level 3 on the FSA Math.

Include data for Proficient students (i.e., FSA, End Of Course Examinations):						Include data for Non-proficient students (i.e. FSA, End of Course Examinations):					
FSA Math						FSA Math					
FSA 2015-2016	Level 1	Level 2	Level 3	Level 4	Level 5	FSA 2015-2016	Level 1	Level 2	Level 3	Level 4	Level 5
3rd Grade			0	0	0	3rd Grade	83	17			
4th Grade			17	0	0	4th Grade	75	8			
5th Grade			23	0	0	5th Grade	62	15			
2016 Current Level of Performance			2017 Expected Level of Performance			2016 Current Level of Performance			2017 Expected Level of Performance		

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify math and science performance target for the following years:

Baseline Data 2013-14 N/A	2014-15 14%	2015-16 14%	2016-17 30%	2017-18 35%	2018-19 40%	2019-20 45%
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Strategies and Activities to increase Student Achievement <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	Select Appropriate Subject Area <i>(i.e. Mathematics- Algebra, Science – Chemistry)</i>	Start-End Date	Select Applicable Option <i>(i.e. Before, During, After School Hours)</i>	Evaluation Tool <i>(i.e. Chapter Tests, BAS, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	Person or Position Responsible for Monitoring	Amount/ Funding Source
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<p>During the instructional block students will use Go Math which is the core math program. They will receive whole group and small group instruction. Students will use Ready Math by Curriculum associates to supplement the core math program. Ready math will reinforce standards and provide intensive instruction.</p>	<p>Mathematics</p>	<p>8/2016-6/2017</p>	<p>During school</p>	<p>iReady</p>	<p>Administration</p>	<p>N/A</p>
<p>The teacher assistant who will provide push-in and pull for grades 3-5 is a retired teacher who taught for 34 years with experience teaching elementary school. The other teacher assistant who has a Masters in Elementary Education will provide push-in for grades K-2. The push-in will allow students to receive the individual or small group instruction they need without having to leave the classroom. The pull-out instruction gives the student an opportunity to receive instruction in the area(s) they are having difficulty, they may receive small group or individual intervention. The Ready Math books along with iReady will be used to for pull out instruction. Students are pulled out in groups of 2-5 for a duration of 30 minutes.</p>	<p>Mathematics</p>	<p>8/2016-6/2017</p>	<p>During school</p>	<p>iReady</p>	<p>Administration</p>	<p>N/A</p>
<p>iReady is our PMP as well an additional supplemental math program. Students will complete 45 minutes (on level), 60 minutes (1 grade level below) or 90 minutes (2 grade levels below) of iReady per week.</p>	<p>Mathematics</p>	<p>8/2016-6/2017</p>	<p>Before School During school Afterschool</p>	<p>iReady</p>	<p>Administration</p>	<p>N/A</p>

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<p>Students in Grades 3-5 will participate in a math club through the supplemental program Acaletics. Acaletics provides intensive math instruction and reinforces the Florida Standards.</p>	<p>Mathematics</p>	<p>8/2016-6/2017</p>	<p>During school</p>	<p>iReady</p>	<p>Administration</p>	<p>N/A</p>
<p>During the instructional block grade 3-5 students will use Science Fusion which is the core science program. They will receive whole group and small group instruction. Students will conduct science experiments and complete a science project. In addition to the core curriculum students will use Science Speed Bag by J & J Educational Bootcamp</p>	<p>Science</p>	<p>8/2016-6/2017</p>	<p>Before School During school Afterschool</p>	<p>Science Fusion Rubrics, Science Speed bag assessments</p>	<p>Administration</p>	<p>N/A</p>
<p>During the instructional block K-2 students will use Science4Us and CPALMS. They will receive whole group and small group instruction. Students will complete a science project.</p>	<p>Mathematics</p>	<p>8/2016-6/2017</p>	<p>During school</p>	<p>Science4US Rubrics</p>	<p>Administration</p>	<p>N/A</p>

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STEM/Math/Science Professional Development aligned with strategies through Professional Learning Community (PLC) or PD Activity							
<i>Please note that each Strategy does not require a professional development or PLC activity.</i>							
Professional Development Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and /or PLC Leader	PD Participant	Target Dates <i>(e.g.: Early Release and Schedules e.g.: Frequency of meetings)</i>	Person or Position Responsible for Monitoring	Strategy for Follow-up/ Monitoring	Amount/ Funding Source
2 hours of Acaletics Professional development. On-going support and modeling	3-5 Math	Acaletics Trainer	Teachers	Early Release, Once per month for support services	Administratio n	CWT, Lesson Plans	N/A
Teachers will receive professional development in differentiated instruction.	K-5 Math/ Science	Consultant	Teachers	Pre-planning week	Administratio n	CWT, Lesson Plans	Title I
Teachers will collaborate via PLC's to identify researched based strategies to ensure student success.	K-5 Math/ Science	Team Leader	Teachers	Early Release 8/2016 - 5/2017	Administratio n	CWT, Lesson Plans	N/A
ELL: Teachers will receive lesson plan and instructional modeling on how to use and implement ELL strategies.	K-5 Math/ Science	ESOL Cord.	Teachers	Pre-planning and Early Release – 8/2016- 5/2017	Administratio n	CWT, Lesson Plans	N/A
ESE: Teachers will receive lesson plan and instructional planning. They will review student IEP's be taught how to accommodate and differentiate instruction.	K-5 Math/ Science	ESE Cord.	Teachers	Early Release, Once per month for support services	Administratio n	CWT, Lesson Plans	N/A
Teaches will receive professional development on unwrapping the FSA and the Florida Statewide Science Assessment	3-5	Trainer	Teachers	Early Release, Once per month for support services	Administratio n	CWT, Lesson Plans	Title I

STEM/Math/Science Action Plan*: Optional if all students are proficient in this area across all grade levels (FSA Level 3 or higher or equivalent for EOCs).

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Alpha International Academy 2016 -2017 Action Plan	
This action plan was designed for the ELL students struggling in Math and Science. This action plan will identify and provide content related strategies that motivate the students to learn.	
Math	<ul style="list-style-type: none"> - Teach students how to think aloud each part of a math problem by demonstrating the process as a problem is solved. - Use a “Think-aloud” checklist to say and check off each completed step and ensure all steps are followed when solving word problems. - Partner ELLs with native English speaking students to work a problem and then explain to others. - Allow students to make physical models associated with content - Make a chart of the four basic operations, symbols, and words that refer to that operation. Practice daily repeating this brainstormed list in the native language and English. - Introduce manipulative through demonstration and guided practice - Circulate among students observing their use of manipulatives and offer feedback. - Use small groups to promote a safe environment and scaffold learning, gradually reducing the scaffolding so students can progress to whole class activities with comfort
Alpha International Academy 2016 -2017 Action Plan	
Science	<ul style="list-style-type: none"> - Relate new information and concepts to prior knowledge of students - Use visual, auditory, tactile- kinesthetic modes to move from concrete experiences to abstract concepts - Provide opportunities for students to learn processes rather than rely on memorization of facts - Conference and meet with other ELL contacts and teachers to integrate science in other curriculum areas. - Enhance and expand classroom investigations into the community - Teach student to combine strategies to reinforce learning: Provide students with a copy of the text, guide students in highlighting key points, make notes based on highlighted parts, create flash cards based on notes. - Promote inquire based questions - Utilize structured activities when teaching science concepts, such as, teacher demonstration, group investigation and independent investigation

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RTI/MTSS

The Leadership Team/Collaborative Problem-Solving Team is made up of the facilitator, Lois Beckford and team members, Wayne Neunie, Melinda Denski, Shandalay Perry, and Deanna Applewhaite. The instructional staff was trained on the MTSS/RtI process the first week of school. Staff also receives on-site training from Venture Design as well as RTI/MTSS Specialist Consultation throughout the school year. IReady is the progress monitoring tool the school is using to identify deficiencies. IReady places students in tiers for both math and reading by their overall performance and breaks it down by standards. Students are grouped then by tier and areas of deficiency and receive push-in (30-60 min) and pull-out (30-45min).

The baseline schoolwide assessment is reviewed to determine where students need more intensive instruction. Tier II interventions begin for some students who show weakness in the areas of reading and math. The process for referrals includes completing a referral form if Tier II interventions are not successful. The classroom teacher collects intervention scores and progress monitoring data. A team meeting is then held to discuss the students who have not responded to Tier II interventions. The data is discussed and follow-up plans are made. Students who do not demonstrate evidence of response to the Tier II interventions are scheduled for Tier III interventions and the process is repeated. If there is no evidence of progress as a result of Tier III interventions after 2 different types of interventions are attempted over a 12-week period, the parent is invited to the next MTSS/RtI meeting. This meeting is held for individual students. The parent is given information and explanations on the MTSS/RtI process and what was done so far to assist the student. Consent for evaluation is requested if continuous Tier III interventions will not benefit the student.

Tier II Math interventions consist of classroom small groups of 4-6 students with the iReady MAFS intervention resources. Students receive small group instruction 3-5 days per week in the specific areas where they demonstrate weaknesses on the baseline (i-Ready Diagnostic). Tier III consists of math intervention pull outs with a certified teacher 5 days per week. The classroom teacher provides information on the areas to be addressed.

Tier II Reading interventions also consist of classroom small groups of 4-6 students with the iReady LAFS intervention resources. Students receive small group instruction 3-5 days per week in the specific reading domains such as phonics or informational text comprehension. The baseline results drive instruction. Tier III consists of reading intervention pull outs using the Phonics for Reading program with a certified teacher 5 days per week.

Parents are invited to Parent "Data Chat Evening" to discuss the iReady baseline data for their students. It was held on 9/26/16 for the 2016-2017 school year. They are also invited to 3 additional parent teacher conferences for the school year and student progress is discussed. Parents are provided with the document, *RTI: A Guide for Parents*, to ensure they are aware of the process. They are given the opportunity to ask questions.

The iReady Diagnostic Reading and Math Assessments are administered 3 times per year in addition to the baseline assessment. Teachers also monitor intervention progress within the classroom. During the MTSS/RtI meetings, team members collaborate to evaluate the progress monitoring process and discuss whether any changes are needed. The principal evaluates the data collection progress during monthly staff meetings and gives recommendations.